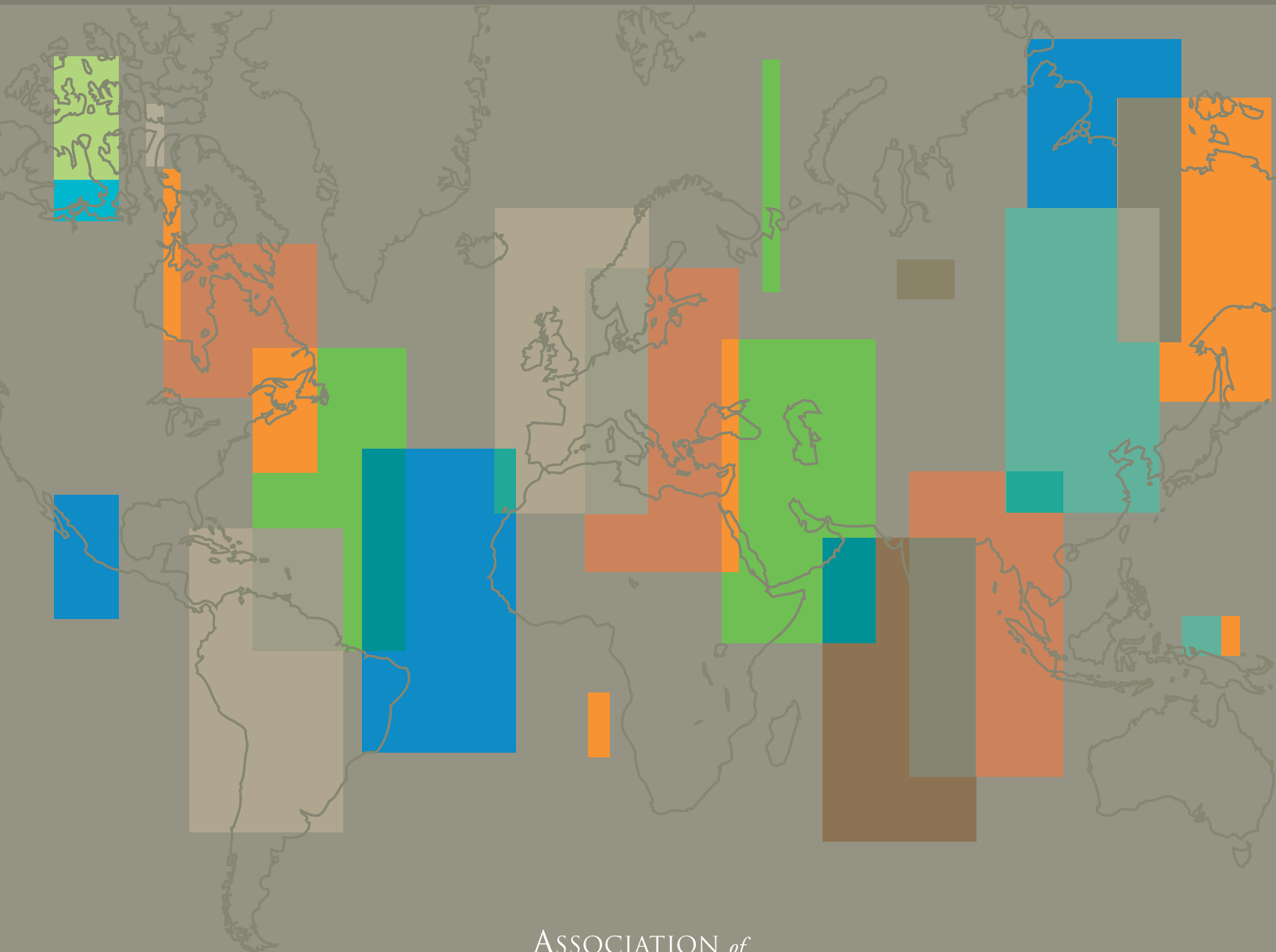


EDUCATION FOR A GLOBALIZED WORLD

A PROFILE OF THE INTERNATIONALIZATION OF U.S. JESUIT CAMPUSES



OUR SOCIETY RECOGNIZES THE IMPORTANCE OF WELL-EDUCATED, OPEN-MINDED AND INNOVATIVE GLOBAL CITIZENS WHO WILL DEVELOP IDEAS THAT CAN POTENTIALLY CHANGE THE WORLD. WITH A RICH HISTORY AND TRADITION OF ACADEMIC EXCELLENCE AND VALUES-BASED EDUCATION, THE 28 JESUIT COLLEGES AND UNIVERSITIES IN THE U.S. ARE COMMITTED TO PREPARING DYNAMIC LEADERS FOR THE 21ST CENTURY WHO ARE COMPETENT, COMPASSIONATE AND CULTURALLY-ENGAGED.

“THE AGE OF NATIONS IS PAST. THE TASK BEFORE US NOW, IF WE WOULD NOT PERISH, IS TO BUILD THE EARTH.”

PIERRE TEILHARD DE CHARDIN, S.J.

EDUCATION FOR A
**GLOBALIZED
WORLD**

A PROFILE OF THE INTERNATIONALIZATION OF U.S. JESUIT CAMPUSES

Editor

Melissa Collins DiLeonardo

Compiled By

Sarah E. Berger



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CULTURAL ENGAGEMENT

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ANUDARIYA BATBOLD

Le Moyne College, Class of 2008

Country of Origin: Mongolia

Anudariya Batbold is a junior at Le Moyne College. She is currently studying Biology with a concentration in professional health, and balances her academics with her commitment to extracurricular activities. During her time at Le Moyne, the rigorous academic demands and cultural differences have challenged her to gain a greater understanding of American values and traditions and allowed her to introduce a number of Mongolian cultural elements to the Le Moyne student body.

Anudariya is passionately involved in the International Affairs Club, which hosts a variety of cultural events each year. For the past three years, she has put together a presentation on Mongolian history

and culture that includes information about Ghengis Khan, the father of the Mongol Nation. This year, she had the opportunity to perform the traditional Mongolian dance during international week. Her involvement in international student events is complemented by her work with the Twenty-Four Hour Project, a performing arts program designed to have students write a manuscript and perform it in twenty-four hours. The opportunity to share her Mongolian heritage with members of the Le Moyne community has allowed for individual growth and mutual understanding and respect between different cultures.

Next year, Anudariya will be a resident assistant (RA) and work with freshman students who are majoring in biology. This will not only allow her to act as a mentor to incoming students, but also to share her culture. In May 2008, she will graduate and hopes to become a doctor.

Le Moyne's rich Ignatian tradition of 'preparing its members for leadership and service in their personal and professional lives' is mirrored in Anudariya's goal to return to Mongolia and introduce more modern medical practices and medicines to help alleviate those who are suffering. ■



DR. KAREN TURNER

Professor of History, College of the Holy Cross

During the late 16th century, Fr. Matteo Ricci, S.J., spent many years in China and South Asia. To many, he was a pioneer who understood and connected the cultural and linguistic differences between Eastern and Western traditions.

Like Matteo Ricci, Dr. Karen Turner of Holy Cross has been a pioneer for her scholarly development in Chinese law and Asian Studies. Early in her career, Turner spent much of her time researching and teaching about Chinese politics, law and human rights. As one of the first Americans to live and study in China under the National Program sponsored by



the National Academy of Sciences and the China Committee, Turner committed her research and professional studies to China and its many facets. After numerous trips to China and exploration, she authored

China Bound: A Guide to Life and Work in the People's Republic of China and *The Limits of the Rule of Law in China*. Dr. Turner's interests in China soon expanded to other parts of the East Asian region, more specifically Vietnam.

During the nineties, Dr. Karen Turner dedicated herself to the East Asian Legal Studies Program at Harvard University and the history department at College of the Holy Cross. Through both of these academic programs, Dr. Turner used her experiences and anthropological work in

the International Studies program and helped to build the Asian Studies and Chinese language programs.

This year, Dr. Karen Turner has been working as a Fulbright Fellow in Vietnam. Building upon experiences of previous works such as *Even the Women Must Fight: Memories of War From North Vietnam* (1998), and a documentary film, "Hidden Warriors: Women on the Ho Chi Minh Trail" (2005), Turner has collaborated with Vietnamese women and the Director of the Center for Gender and Development

at Hanoi University to gain an understanding of the social and legal constraints that impede women from taking an active role in society. Her field research largely focused on curbing domestic violence, promoting and designing curricula on legal development in Hanoi and raising money for education in the countryside.

As Dr. Turner points out, "Holy Cross has developed vibrant programs in international studies and I am proud to be a part of this community."

For Turner, international work will always be central to her teaching, research and publications. Her passion and dedication has been fruitful for the expansion of international perspectives among students and faculty at the College of the Holy Cross. ■

FATHER MATTEO RICCI, S.J.

Born in 1552, Matteo Ricci studied theology in Rome and joined the Jesuits in 1577. After spending his first formative years in India, he was commissioned to China where he avidly studied the language, history and customs. For many, Fr. Ricci's work in China was original and profound. He worked fervently to draw the link, both historically and culturally, between Western European and the ancient Chinese civilization. In a talk he gave in Beijing, Pope John Paul II noted that Fr. Ricci had "achieved in himself an extraordinary inner harmony between priest and scholar, Catholic and orientalist." Up until Fr. Matteo Ricci died, he referred to himself as a 'Western Confucian,' dedicated to developing cross-cultural understanding and respect.

China and Vietnam as vehicles to expand the minds of young men and women about the past and present realities of Asian history. With the overwhelming support of the Holy Cross administration, faculty, and students, Dr. Turner started

"Students, in the course of their formation, 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. They should learn to perceive, think, judge, choose and act for the rights of others, especially the disadvantaged and the oppressed."

Rev. Peter-Hans Kolvenbach, S.J., Superior General of the Society of Jesus

THE BEIJING CENTER (TBC)

Loyola University Chicago

This AJCU-sponsored study abroad program was established in 1998 to provide Jesuit university students with premier comprehensive education about China.

Founded and directed by Fr. Ron Anton, S.J., of Loyola College in Maryland, it is now administered by Loyola University Chicago. Students from more than 25 U.S. Jesuit institutions have studied at TBC. Course offerings concentrate on a wide range of sub-

jects including art, business, Chinese language, communications, history, literature, philosophy, political science, religion, science, sociology, psychology and martial arts (Wushu).

Professors from Beijing's top universities come to teach for TBC, and many are top scholars in their respective fields. Integrated into each semester of study at TBC is approximately one month of trav-

el—one major three-week academic excursion and one minor week-long excursion, both of which take students to far-reaching corners of China. Classes are taught in English and are normally three semester credit hours each. Most classes are seminar-style and meet once a week. Language classes are required of all semester and year-long students unless Chinese fluency is demonstrated. ■

SHIVANY NARITA SEEPERSAD

Saint Louis University, Class of 2008

Country of Origin: Trinidad

A junior at Saint Louis University, Shivany Narita Seepersad is currently majoring in three fields of study: Urban Affairs, Political Science and International Studies, and is passionately involved in a range of student activities. For Shivany, the most rewarding part of her experience has been her “development and growth as a person.” Seepersad goes on to point out that Saint Louis University has provided the resources that challenge individuals to “grow as students, people and citizens of the world.”

During her three years, Seepersad has been deeply engaged in a number of organizations across campus. Currently, she serves as president of the International Student Federation (ISF), an organization dedicated to celebrating and supporting differences at Saint Louis University. As president of ISF, she is also an active member of the Student Government Association.

Shivany's involvement in the International Student Federation has served as an avenue for her to educate the student body about Trinidad's unique culture and traditions. The Ignatian values

have likewise been an integral part to her life at Saint Louis University. Shivany notes that, “The Jesuit mission of being ‘men and women for others’ plays an integral role in every student organization or professional department that I have ever worked with.” She expressed that these values should not be strived for, but rather should be “lived out in our everyday lives.”

Shivany also works as a senior staff member for the Department of Housing and Residential Life, where she is involved with the Residence Hall Association and the National Residence Hall Honorary.

Shivany Seepersad has had a rich experience relating Trinidad's traditions with the cultural ways of the United States. Upon graduation, she plans to study Public Policy, with a concentration in education. ■



SHIVANY NOTES THAT, “THE JESUIT MISSION OF BEING ‘MEN AND WOMEN FOR OTHERS’ PLAYS AN INTEGRAL ROLE IN EVERY STUDENT ORGANIZATION OR PROFESSIONAL DEPARTMENT THAT I HAVE EVER WORKED WITH.”

ATENEO DE MANILA UNIVERSITY, PHILIPPINES

University of San Francisco

One of USF's most popular study abroad programs today is a semester at *Ateneo de Manila* University. Scholars from the *Ateneo* address such topics as the history of the Philippines, cultural values and beliefs, Filipino-American relations, contemporary economic and environmental issues, popular culture, music and the arts as well as Filipino

religiosity and cuisine. As part of the "USF in the Philippines" Program, students will come in contact with Filipino scholars, business leaders, community activists, as well as rural residents and street children. Likewise, participants will learn from those making a difference in the country as well as from and about the poor and those who are disenfranchised and suffering.



University of San Francisco students studying abroad at *Ateneo de Manila* University, Philippines



Central to the "USF in the Philippines" Program is the opportunity to become involved in various social justice programs supporting the poorest of the poor in the Philippines. The program is a combination of challenging lectures, demanding field visits, reflective service learning and various co-curricular activities. Participants interact with *Ateneo* students and members of various communities. This and the other USF international programs have been designed to fulfill USF's Mission of educating leaders "who will fashion a more humane and just world" by acquiring the "values and sensitivity necessary to be men and women for others." ■



SECTION 2 SOLIDARITY

IN THIS SECTION

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Mario Faranda – Peru, University of Loyola New Orleans

Casa de la Solidaridad, Santa Clara University

Herpreet Sethi – India, University of Detroit Mercy

EDUCATING FOR JUSTICE

UNIVERSIDAD CENTROAMERICANA, NICARAGUA

Fairfield University

As the second poorest nation in the western hemisphere, Nicaragua offers a unique immersion experience in Latin America. Students attend the Jesuit University in Managua, *Universidad Centroamericana* (UCA), and live with local families within walking distance of the university. The program provides students with the opportunity to develop a concentrated awareness of social, political, and economic development issues in the country. Likewise, students have the opportunity to participate in a breadth of internships. ■

ACADEMIC SERVICE LEARNING SEMESTERS IN INDIA, NICARAGUA, AND GHANA

Xavier University

Each of Xavier's Service Learning Semesters combines 12-15 credit hours of academic study and community service under the guidance and supervision of Xavier University faculty. The academic study provides the student with knowledge of the culture, religion, history, government and economics of the service site. The community service component involves academic study in a context of living with and working alongside the economically poor. Essentially, the service functions as the medium through which learning occurs. A primary goal



of the entire semester is integration of the academic study with the experience of service. In addition to the academic focus on the service site, the course of study will help participants relate sensitively to people across ethnic and class boundaries, and understand how to influence social and political decision-making processes. There are also opportunities to interact with community-based organizations. ■

DR. ROBBIN D. CRABTREE**Professor and Chair, Department of Communication
Fairfield University**

Since 1987, Dr. Robbin Crabtree has been deeply engrossed in Nicaraguan culture, politics, media, and social change. Engaged in broadcast media, Crabtree spent a number of years in Nicaragua doing field research on the new community radio system that was being developed across the country, during the Sandinista period, and its social roles. During the early nineties, Dr. Crabtree published a number of articles that elaborated on her doctoral work, including “Community Radio in Sandinista Nicaragua, 1979-1992: The Evolution of Participatory Radio in the Revolutionary Process,” and “La Radio Comunitaria Historia y Síntesis de Modelos y Experiencias.” In addition, she shared her conclusions with members of the academic community through various conference papers.

In 1993, the International Communication Association recognized Dr. Crabtree’s work, “Variables Affecting Access and Participation in Development Media: A Comparison of Two Nicaraguan Community Radio Stations,” as one of the top two papers in development communication.

Since the mid-1990s, Dr. Crabtree has devoted herself to expanding her field work in the communications department at Fairfield University, while becoming involved in cross-cultural exchange and

development work associated with Bridges to Community, a New York City-based non-governmental organization. Through this association, she has participated and organized numerous immersion trips to Nicaragua and challenged faculty and students alike to learn more about U.S.-Nicaragua relations, to engage in intercultural dialogue, and to critically reflect on the complex processes of globalization and social justice.



In 2001, Crabtree left her tenured position at New Mexico State University to chair the communication department at Fairfield University where she continues to teach classes in areas related to media criticism, globalization, and intercultural communication. Crabtree brings her vivid international experiences and unique research to the classroom where she inspires students to actively seek their own intercultural exchanges. In 2006, she was appointed the inaugural director of service learning at Fairfield University.

Today, Dr. Crabtree balances her scholarly research with action-based work in El Salvador, Nicaragua and Kenya, as well as the U.S.-Mexico borderlands region. Her dedication to capturing the perspectives of individuals living on the margins of society is inherently portrayed both in the classroom and in her involvement in numerous international NGOs. ■

**ENCUENTRO
DOMINICANO,
DOMINICAN REPUBLIC**
Creighton University

Encuentro Dominicano (ED) is an academic, living-learning program integrating community-based learning in a cross-cultural immersion context. It is a collaborative response by the Creighton College of Arts & Sciences, Office of International Programs, and the Department of Residence Life, Division of Student Services. *Encuentro Dominicano* originated from over 30 years of Creighton’s involvement with the Dominican Republic through its Institute of Latin American Concern (ILAC).

Encuentro Dominicano has three main priorities: to make concrete connections between academic learning and direct experience; to reveal the complexity and responsibility of living in a global community; and to integrate this new knowledge and experience in a spirituality of faith and justice. Housed at the Centro para Educación y Salud Integral (CESI) in the city of Santiago, students spend the Fall or Spring Semester earning 15 hours of credit towards core or major requirements, participating in a service project, and living with local families for two or three weeks. ■



“We must raise our Jesuit educational standard to “educate the whole person of solidarity for the real world.” Solidarity is learned through “contact” rather than through “concepts.” Personal involvement with innocent suffering, with the injustice others suffer, is the catalyst for solidarity which then gives rise to intellectual inquiry and moral reflection.”

Rev. Peter-Hans Kolvenbach, S.J., Superior General of the Society of Jesus

CROSS-CULTURAL EXPERIENCES

DR. ENCARNA RODRIGUEZ

Assistant Professor of Education, Department of Education
Saint Joseph's University

In the summer of 2002, Dr. Encarna Rodriguez and two other faculty members from Saint Joseph's University's Department of Education were invited to explore future collaboration between Saint Joseph's and Fe y Alegria Bolivia. Fe y Alegria is a "Movement for Integral Popular Education and Social Development," whose activities span Latin America and are aimed at empowering the marginalized of society in their personal development and participation. Through dialogue and understanding, Rodriguez and her colleagues recognized that both Saint Joseph's University and Fe y Alegria would mutually gain from their professional expertise and Jesuit tradition of discernment and *cura personalis*.

After gaining knowledge of the similar educational missions of the two programs, Rodriguez and a colleague returned to Cochabamba the following summer to teach a course on Institutional and Curriculum Planning. The purpose of this course was to engage the educational office staff and administration from

Fe y Alegria in three different modules: institutional planning, curriculum planning and leadership. At the conclusion of the course, participants were encouraged to present a final project resembling the institutional and curriculum plans they would advocate for during the school year. Rodriguez recalled that the presenta-



Children at Bolivian Elementary School

tions were not only professional and creative, but also reflected "the Jesuit identity and deep commitment that the participants had to the communities they served."

Since the construction and teaching of this first course, Dr. Encarna Rodriguez has diligently worked to provide an international perspective within her courses and among the teacher education program at Saint Joseph's University. Likewise, she has been instrumental in supporting faculty exchange opportunities in Bolivia.

Encarna articulated that "an international perspective within the Jesuit tradition can help us and our students to create networks of solidarity within our local communities." Currently, she and four colleagues from the University's Education Department are co-authoring a book chapter about their collective experiences in Bolivia and the way they inform their teaching. ■

THE UNIVERSITY OF SCRANTON AND THE UNIVERSIDAD IBEROAMERICANA

The Department of Counseling and Human Services at the University of Scranton and the Department of Psychology at the *Universidad Iberoamericana* have been collaborating for nine years, working on innovative approaches to educate counselors on the much-needed mental health services for underserved populations in the U.S. and Mexico. This bilingual dual-degree Master's program in professional counseling offers technical resources for collaborative distance learning opportunities and trains faculty and community partners. Graduates of this program are able to design and implement psychosocial programming at secondary and tertiary levels of intervention in Spanish-speaking communities.

The Community Counseling program was originally designed to meet the mental health needs of Spanish speaking individuals, couples, families, groups and communities in the United States and abroad. Today, it has expanded into a fortified bi-lateral partnership that enriches the cross-cultural fieldwork being done in mental health services. Both universities are currently collaborating on a monothematic publication, *Selected Topics in Professional Counseling*. The objective of this publication is to share best practices with academics and those with careers in psychology and human development.

Overall, this rich partnership has been critical for the development of future mental health work within marginalized communities in Mexico and the United States. ■



DOINA SANDOR**Fordham University, Class of 2007****Country of Origin: Romania**

An International Political Economy major at Fordham University, Doina Sandor admits that being an international student has been both a challenge and a reward.

During her four years at Fordham, Sandor has struggled to make sense of the dichotomies that define two very different worlds: Romania and the United States. Nonetheless, her experience has far exceeded her expectations.

Doina Sandor is an exceptional student and has balanced her commitment to excellence with her work in the classroom. Her extensive involvement in extracurricular activities includes her athletic contributions to the tennis team, being a tutor in the Higher Education Opportunity Program (HEOP) for student athletes, and being an advisor for the Freshman Advising Program.

At Fordham, Doina has learned to think critically about the life encounters she has observed and experienced both in and outside the academic realm. Sandor describes education as a challenge to the individual “to learn what it means to be a contributing member of a community.”

Doina’s cultural traditions have played a central role in her studies. Exploring international politics through an economic

lens, Sandor has moved beyond her conventional beliefs and gained a greater understanding of the difficult realities facing the world economy.

For Doina Sandor, Fordham University has brought to light the everyday importance of sharing her cultural differences and celebrating Ignatian values. She acknowledges the centrality of the Jesuit values at Fordham and how deeply embedded they are in everything, even her time spent on the tennis court. Overall, her experience at Fordham University has been vibrant and central to the formation of her identity. ■

MEN AND WOMEN FOR AND WITH OTHERS**MARIO FARANDA****Loyola University New Orleans, Class of 2008****Countries of Origin: Peru, Italy**

After Hurricane Katrina hit, Mario Faranda, a native Peruvian whose current residence is in Italy, was one of the few students from Loyola New Orleans who stayed behind to survey the damage and help in the recovery of the Bay Saint Louis, Mississippi area. In particular, Mario and a small group of individuals worked diligently to remove debris and clean up Saint Stanislaus High School. The work was “physically and emotionally draining,” recalls Faranda, but “the reward was invaluable.” In October 2005, St. Stanislaus reopened and students were able to attend school.

Today, Mario Faranda’s compassion for the victims of Hurricane Katrina is similarly observed in his academic achievements and dedication to student life at Loyola New Orleans. Faranda is currently a junior, studying finance. He is also a member of the varsity basketball team excelling on the basketball court. In 2003, he played on the Italian Junior National team and was the leading rebounder this past season.

Complementing his athletic and academic achievements, Mario serves as the president of the International Student Association which promotes awareness of cultural diversity on campus. In fall 2006,

Loyola hosted the largest Country Fair in 12 years, bringing together over 32 different nations.

Through these different avenues, Faranda has grown as an individual and contributed to the rich environment at Loyola New Orleans. As Mario expresses, “the constant focus on Jesuit values has changed the way I do things.” He went on to say, “My experiences at Loyola University New Orleans have built my character and challenged me to be more conscious of the people around me.” ■

CASA DE LA SOLIDARIDAD**University of Santa Clara**

Santa Clara University and the Jesuit-run University of Central America (UCA) in El Salvador initiated the *Casa de la Solidaridad*, a community-based learning study abroad program open to all AJCU schools.

The mission of the *Casa* is the promotion of justice and solidarity through the creation of a meaningful academic experience, which integrates rigorous academic study with direct immersion with the poor of El Salvador. Special emphasis is given to promoting students' epistemological, interpersonal, intrapersonal and spiritual development throughout the experience.

As a part of the *Casa* curriculum, students enter a marginal Salvadoran community (praxis site) two full days a week for the entire semester. Praxis sites range from collaborating in a women's cooperative in Mariona to working in the dental clinic in the



Above: School Children from a *Casa de la Solidaridad* practicum experience.
Below: Farmer plowing soil in preparation for harvest in El Salvador



Ignacio Martín-Baró Cooperative in Jayaque. Students enter these communities as learners, and it is the responsibility of community partners to educate students about the realities faced by the people in the community.

Other optional events throughout the semester include: an Ignatian retreat, a 'campo' experience where students live for a week with subsistence farmers, weekly community and spirituality nights, spiritual direction, and an excursion to meet with Jesuits and visit the jungle in Punta Gorda, Belize.

Another significant aspect of the *Casa* program is the relationship to the Oscar Romero Scholarship Student Program, which consists of approximately 18 Salvadoran scholarship students studying either at the UCA or the National University. These Salvadoran students, the majority of whom come from poor rural communities, live in community with *Casa* students and accompany the U.S. students throughout the semester. ■

HERPREET SETHI**University of Detroit Mercy, Class of 2008****Country of Origin: India**

A junior at the University of Detroit Mercy, Herpreet Sethi is currently studying biology and actively involved in a number of student organizations. Sethi has found her academic experience at the University of Detroit Mercy to be extremely rewarding, noting that the “small university” atmosphere has been conducive to the development of her passion for the study of biology and chemistry.

Complementing her field of study, Herpreet is a member of Alpha Epsilon Delta and the Biology Club. Her participation in Alpha Epsilon Delta, a pre-health honors society that recognizes excellence in premedical scholarship and promotes service, has encouraged her to take part in a number of volunteer activities including the collection and distribution of medical supplies in Africa.

In spring 2007, Herpreet, along with a number of other students from the University of Detroit Mercy participated in a campus ministry sponsored alterna-

tive spring break trip to Mount Pleasant, South Carolina. During the week, Herpreet and her colleagues repaired a roof and the sides of a home. Coordinated through the United Methodist Relief Center, the project aims to provide warm, safe, and dry housing to low-income families, the elderly or handicapped in the rural areas of the South Carolina low-country. In many respects, this opportunity has offered perspective to Sethi’s undergraduate experience. As she points out, “This experience has been a true learning experience for me and has taught me the values of helping people in our society.”

While Herpreet is not attending the large public university she had once imagined she would attend, she recalls that “after spending nearly three years at a Jesuit university, I have learned the importance of serving others, which I would not have learned elsewhere.” In May 2008, Herpreet Sethi would like to continue her studies in medicine in order to fulfill her dream of becoming a doctor. ■

IN SPRING 2007, HERPREET, ALONG WITH A NUMBER OF OTHER STUDENTS FROM THE UNIVERSITY OF DETROIT MERCY PARTICIPATED IN A CAMPUS MINISTRY-SPONSORED ALTERNATIVE SPRING BREAK TRIP TO MOUNT PLEASANT, SOUTH CAROLINA. IN MANY RESPECTS, THIS OPPORTUNITY HAS OFFERED PERSPECTIVE TO SETHI'S UNDERGRADUATE EXPERIENCE. "AFTER SPENDING NEARLY THREE YEARS AT A JESUIT UNIVERSITY, I HAVE LEARNED THE IMPORTANCE OF SERVING OTHERS, WHICH I WOULD NOT HAVE LEARNED ELSEWHERE."



Above: Students from University of Detroit Mercy on a spring break immersion trip to South Carolina

Left: Herpreet Sethi

SECTION 3

GLOBAL INTERACTIONS AND PARTNERSHIPS

IN THIS SECTION

South Africa Service Learning Program in Cape Town, Marquette University
Religious Diversity – Muslim Prayer Space, Saint Peter’s College
Gonzaga University, Seattle University, and the *Universidad Javeriana*
Dr. Cephas Lerewonu, Les Aspin Center, Marquette University
Tinansa Program, Regis University

SOUTH AFRICA SERVICE LEARNING PROGRAM IN CAPE TOWN

Marquette University

Marquette University’s South Africa Service Learning Program, in conjunction with the Desmond Tutu Peace Centre and the University of the Western Cape, offers students the unique opportunity to increase their understanding of the people, history, culture, and traditions of South Africa through integrated academic coursework and direct immersion in the culture through service-learning. The program’s curriculum accommodates students from all academic disciplines; required courses include Theology of Reconciliation and Forgiveness, Leaders in Grassroots Organizations, and two courses of students’ choice at the University of the Western Cape, a historically black university established during the apartheid era. Lectures in required courses are given by well-known scholars and important community members such as theologian John de Gruchy, liter-

ary scholar and author Antjie Krog, and Linda Biehl, founder of the Amy Biehl Foundation, which works to prevent violence among the youth of South Africa through music, arts, sports education and more.

Students engage in service work two full days per week at one of over a dozen non-governmental organizations with whom Marquette has established a connection. Service sites include but are not limited to: The Saartjie Baartman Center for Women & Children, Sibanye Economic Empowerment, the Women and Peace Building Programme, Resources Aimed at the Prevention of Child Abuse and Neglect (RAPCAN), and many others which have as common themes empowerment and giving voice to the voiceless.

The program is designed to foster critical reflection in a community learning environment to enable students to delve



more deeply into issues they encounter in the classroom and in their service learning sites to enhance their enculturation into South African society. Excursions to places of historical and cultural importance within South Africa are an integral part of the program and guided by the program’s resident director. ■

RELIGIOUS DIVERSITY - MUSLIM PRAYER SPACE

Saint Peter's College

A little over four years ago, a number of student leaders from the India-Pakistan Cultural Club and Lew Livesay, faculty advisor, petitioned for a space where members of the Muslim community could come together and pray. Working with Campus Ministry, Pax Christi and the Library, they secured funding, space, and overwhelming support from the faculty, administration, and student body to inaugurate a place for individuals to “go and completely empty themselves,” as is traditionally done in the Muslim culture.

In many ways, this prayer space has encouraged students like Barza Hashmi and Suncha Kahn to find a community where they can be comfortable expressing their beliefs. Hashmi, a freshman, explained that knowing there was a prayer space on campus and a community that shared a similar faith allows her to “feel comfortable and at home.”

Over the past couple of years, this space has not only been an integral part of the physical landscape of the campus, but it also has been philosophically a critical component of promoting authentic dialogue and religious appreciation on campus. The students come from various backgrounds and inherently contribute to the faith experience on campus.

Saint Peter's College offers a community that actively promotes and encourages religious diversity. Director of Campus Ministry, Mary Sue Callan-Farley, points out, “Saint Peter's College is a diverse community with representation from several faith traditions. As mentioned in its mission statement, a student's experience is about developing ‘the whole person in preparation for a lifetime of learning, leadership and service in a diverse and global society.’” Callan-Farley further elaborates that this

component of religious diversity is deeply embedded in “an innate cultural mix that defines who Saint Peter's College is and what it does.” ■

“SAINT PETER'S COLLEGE IS A DIVERSE COMMUNITY WITH REPRESENTATION FROM SEVERAL FAITH TRADITIONS. AS MENTIONED IN ITS MISSION STATEMENT, A STUDENT'S EXPERIENCE IS ABOUT DEVELOPING ‘THE WHOLE PERSON IN PREPARATION FOR A LIFETIME OF LEARNING, LEADERSHIP AND SERVICE IN A DIVERSE AND GLOBAL SOCIETY.’”

GONZAGA UNIVERSITY, SEATTLE UNIVERSITY, AND THE UNIVERSIDAD JAVERIANA

Since 2000, Gonzaga University, Seattle University, and the Oregon Province of the Society of Jesus have been in collaboration with the Colombian Province and the *Universidad Javeriana*. These efforts have promoted the exchange of students and other members of the Province; encouraged sharing of the experiences and skills acquired in different apostolic activities; and created the Regional Sustainable Development

Plan, which has aimed at fostering a community of solidarity in southern Colombia through economic development, environmental justice, and cultural awareness. The previous international cooperation efforts of Seattle University in Nicaragua and Gonzaga University in Colombia have served as valuable experiences in the research and collaboration elements of this plan.

Through Seattle University and Gonzaga University, the Oregon Province

has also offered scholarships for the study of English and related classes. The Colombian Province will likewise offer scholarships for the study of Spanish and courses pertaining to language study at the *Universidad Javeriana*. Both the Provinces and the Universities have committed themselves to building upon the current agreement and maximizing the opportunity for exchange and joint operations. ■

“Injustice is rooted in a spiritual problem, and its solution requires a spiritual conversion of each one's heart and a cultural conversion of our global society...”

Rev. Peter-Hans Kolvenbach, S.J., Superior General of the Society of Jesus

DR. CEPHAS LEREWONU

The Les Aspin Center, Marquette University

Originally from Ghana, Dr. Cephas Lerewonu came to the United States in 1996, after receiving his Ph.D. in Christian ethics from the Catholic University of Louvain (Leuven, Belgium). Shortly thereafter, he acquired a Masters in Broadcast Communications at Marquette University (international telecommunications policy). He is currently a professor of Theology at Marquette University, but teaches at the University's Washington, DC-based Les Aspin Center for Government. With his Ghanaian background and an astute awareness of democracy and governance issues, he was chosen to manage the African Democracy Training Programs at the Les Aspin Center.

Over the past couple of years, Lerewonu has dedicated his passion and energy to his course on Ethics and Public Policy as well as to the African Democracy Training Programs. In his course, Dr. Lerewonu challenges his students to examine the role of ethics, religion and politics in the context of different worldviews. He frequently draws on his international experiences in Ghana, Belgium, and the United States to reflect on cultural and religious beliefs that intersect and expand our knowledge and appreciation of diverse convictions in the world.

Apart from teaching, a central component to Dr. Lerewonu's work is the African Democracy Training Programs.

Fr. Tim O'Brien, S.J., a Marquette University Professor of American Government and Director of the Les Aspin Center, started the Africa programs in 1996 by inviting 16 Kenyans to Washington, DC, to participate in a six-week long workshop on governance and the principles of democracy funded by the United States Agency for International Development



Dr. Cephas Lerewonu, Professor of Theology at Marquette University teaches at the University's Washington, DC-based Les Aspin Center for Government

(USAID). Cephas joined the Les Aspin Center in 1997 and was instrumental in expanding the program the following year to include both Kenyans and Ghanaians. The cross-cultural interaction between the leaders from the two African countries and the U.S. leaders provided for a mutual exchange of ideas and models that have now gone on to help institutions and organizations in these developing countries.

In 2000, Dr. Lerewonu expanded the program further, introducing a regional dimension. The Les Aspin Center now hosts two training programs a year, one for a group of leaders from three West African countries (Ghana, Nigeria, and Mali) and a group from three East African countries (Kenya, Uganda, and Tanzania). In addition, Lerewonu adapted the focus and structure of the program to more adequately promote knowledge of mechanisms of accountability and ethics and

encourage the growth of capacity building in management skills. In many cases, graduates of the program have gone back and worked in the civil service sector or set up non-governmental organizations.

Today, the African Democracy Training program has over 300 alumni/ae. Some alumni/ae include the Honorable Akua Sena Dansua, a member of the Ghanaian parliament; Honorable Amos Kimunya, the Kenyan Minister of Finance; and many others that represent nearly 190 non-governmental organizations, media organizations, education and health personnel, and women's civic empowerment. Dr. Lerewonu works diligently to provide leadership opportunities and promote practical programs to improve the lives of people.

When asked about what virtues he lives by, Lerewonu echoed the words attributed to St. Ignatius, "Pray as if everything depends on God; Act as if everything depends on you." ■

TINANSA: INTERCULTURAL SERVICE LEARNING PROGRAM

Regis University

The word Tinansa comes from the West African Buli language meaning both the roots and branches of a tree.

In the context of Regis University's year-long program, Tinansa seeks to provide an avenue for critical dialogue, relevant service and cultural engagement that explores the historical and contemporary connections between West Africa and the African Diaspora in the United States. Tinansa was created at Regis University in response to the expressed demands of students in northeast Denver and Regis University for a more comprehensive understanding and intimate experience that validates African culture and heritage within American history and identity. The program involves three phases: classroom instruction, field experience, and community outreach.

In 2004, the first group of students participated in the Tinansa program. Students and administrators from Regis University traveled to Ghana where they renovated the Cape Coast Children's Library, adding over 2,000 books, computers and various software, educational games, and audio visual equipment. Today, the library continues to serve a community of nearly 1,200 individuals on a regular basis.

A direct outgrowth of the Tinansa program has been Read More Books (RMB), a project administered by the Regis College Tinansa Intercultural Service Learning Program that promotes literacy and education for children and schools in Africa. A large part of the Tinansa program and Read More Books' success can be attributed to the synergistic partnerships that have been developed in the local community to address the need for social and educational change in Africa coupled with the need for increased awareness.

The immersion experience is only one of the critical elements of the Tinansa program. Previous to their time in Ghana, students spend a semester deeply engaged



Tinansa Program, Regis University: Wesley Girls' School Students in the 8th Grade – Small Reading Group Session

in African-American Social Thought and West African Influence, a sociology course that focuses on the historical, political, sociological, and cultural perspectives of West Africa. Following the course is the intercultural immersion experience. Upon return, students design local service activities in Denver neighborhoods that are related to Africa and its influence on African American history, culture and life. Overall, Tinansa's objective is to connect Denver and Ghanaian communities through cultural understanding and social change.

Most recently, the Tinansa Project has been centered on building sustainable educational opportunities for the children and adults of various communities. Overall, this project continues to work in conscious solidarity with Ghanaian communities to improve educational opportunities for children. ■

TINANSA WAS CREATED AT REGIS UNIVERSITY IN RESPONSE TO THE EXPRESSED DEMANDS OF STUDENTS IN NORTHEAST DENVER AND REGIS UNIVERSITY FOR A MORE COMPREHENSIVE UNDERSTANDING AND INTIMATE EXPERIENCE THAT VALIDATES AFRICAN CULTURE AND HERITAGE WITHIN AMERICAN HISTORY AND IDENTITY

SECTION 4 DIVERSITY OF IDEAS

IN THIS SECTION

Berkeley Center for Religion, Peace and World Affairs, Georgetown University

Academic Salons Program, Seattle University

The University of Antwerp, Robert Schuman University, and Canisius College

BERKELEY CENTER FOR RELIGION, PEACE AND WORLD AFFAIRS Georgetown University

The Berkeley Center for Religion, Peace, and World Affairs, at Georgetown University, was created in March 2006. The Berkeley Center is at the heart of Georgetown's effort to become a global leader in the interdisciplinary study of religion and world affairs. Its teaching, research, and outreach programs explore the intersection of religion with contemporary global challenges in four different areas: relations among states and societies; democracy and human rights; global development; and cultural globalization. Two foundational premises guide the Center's work: that scholarship on religion and its role in world affairs can help to address these challenges effectively; and that the open engagement of religious tradi-

tions with one another and with the wider society can promote peace.

Programs at the Berkeley Center aim at advancing interreligious dialogue by bringing together perspectives from different communities, both religious and secular. Faculty-generated research, publications, and student programs engage individuals of all backgrounds to look critically at the intersection of religion with culture, society and politics, both nationally and internationally. The Berkeley Center also offers extensive databases that invite students, faculty, and community members to explore different religious perspectives across a range of issue areas.

Working closely with the faculty and undergraduate community at Georgetown University, the Berkeley Center also promotes dialogue with Georgetown

students abroad. Through collaboration with the Office of International Programs, the Center has been able to capture the experiences of students spending their junior year abroad who reflect on the religion, politics, and society in their host countries.

As world affairs continue to diversify and religion becomes evermore intertwined with policy decisions, the Berkeley Center works to provide a forum for interreligious dialogue and global awareness.

"Georgetown University brings a number of strengths to the task," says Center Director Tom Banchoff, Associate Professor in Government. "We are building on our Catholic and Jesuit identity, our location in Washington, DC, our strengths in international studies, and growing networks and partnerships around the world." ■

ACADEMIC SALONS PROGRAM

Seattle University

Seattle University's Academic Salons' Program, created in 2003, is entering its fourth year as the collaborative intellectual bridge between the university's academic programs and student development. The Academic Salons Program originated around the idea of individuals gathering to brainstorm and build upon ideas of social and cultural change, and developing creative ways to act upon these ideas. Today, the Salons Program, aims to unite the knowledge gained in the classroom with the cultural and social encounters experienced in extracurricular activities.

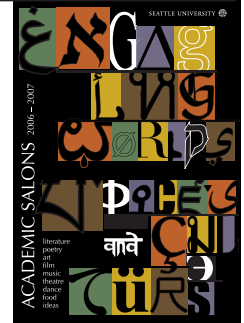
This year's theme, "Engaging Worlds: Voices and Cultures," taps into the rich voices and cultures of Seattle and the Puget Sound area—Native American, Asian, European, South and Central American, African American—and the world beyond the Pacific Northwest.

"Engaging Worlds," the Academic Salons theme for the next three years, seeks to answer questions such as, What does it mean to live in the world in the broadest senses—physically, geographically, intellectually, culturally, linguistically, and politically? How does engagement with the global, international worlds, the physical and natural worlds help us understand how our interaction across borders of space, race, and language affects law, politics, and religion?

For faculty and administrators alike, one of the greatest challenges embedded in the "Engaging Worlds" theme is exploring how to best educate students to be responsible, global citizens who are expansive in their outlook, tolerant and open-minded, while at the same time intellectually engaged and socially aware. The inherent integration of the academic

with the pastoral creates a forum in which participants are engaged in a world that embodies the Ignatian charism.

Each of the three years portraying the "Engaging Worlds" theme will have a different concentration including Voices and Culture, Natural Worlds, and Political Worlds. Over the course of each academic year, over thirty formal sponsored events will bring together students, faculty, and individuals from Seattle University and the greater State of Washington to participate in and contribute to a richer understanding of living in a global world. Films, theatrical performances, music, dance, art, and stimulating lectures are the primary means to engage individuals in today's growing international society. ■



THE UNIVERSITY OF ANTWERP (BELGIUM) AND THE INSTITUT D'ETUDES COMMERCIALES SUPERIEURES ROBERT SCHUMAN UNIVERSITY, STRASBOURG (FRANCE)

Canisius College

Canisius College recently formed a partnership with the University of Antwerp (Belgium), the Institut d'Etudes Commerciales Superieures Robert Schuman University, Strasbourg (France) after receiving a grant from the European Union-United States Atlantis Program. This program encourages a student-centered, transatlantic dimension to higher education and training in a wide range of academic and professional disciplines.

Over the past year, Canisius College has worked closely with individuals from

the University of Antwerp and Robert Schuman University to implement a dual degree program in international business.

This four-year dual degree undergraduate program focuses on the specialization of regional business enterprises and the effect of cultural differences in international business. Intensive language and cultural study are central elements to this program as well.

A distinct feature of this program is that all participating universities in this program are committed to acting in

response to the ever-changing marketplace and building a wider network of institutions. Participating students will each study at the other two institutions as well as their home university, while engaging in a variety of diverse programs.

This unique experience likewise promotes faculty mobility and development from both U.S. and European institutions. Overall, the partnership fosters creativity, understanding, and the skills necessary to thrive in a growing competitive international business community. ■

“As Jesuit higher education, we embrace new ways of learning and being formed in the pursuit of adult solidarity; new methods of researching and teaching in an academic community of dialogue; and a new university way of practicing faith-justice in society.”

Rev. Peter-Hans Kolvenbach, S.J., Superior General of the Society of Jesus

SECTION 5

A CALL TO HUMANITARIANISM

IN THIS SECTION

Messina Commons

Institute of International Humanitarian Affairs, Fordham University

Jesuit Universities Humanitarian Action Network

International Studies and Global Perspectives Committee, Rockhurst University

Institute for the Study of International Migration, Georgetown University

Jesuit Migration Network

THE “MESSINA COMMONS”

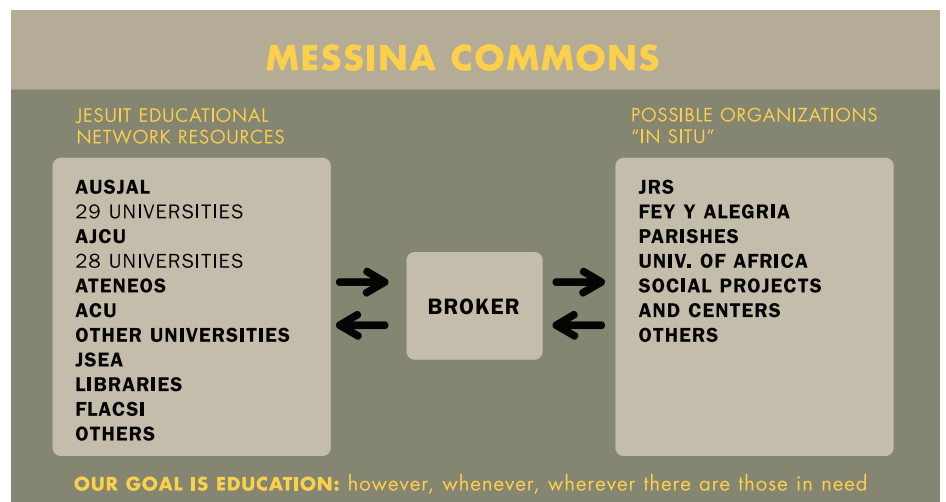
The Association of Jesuit Colleges and Universities (AJCU) is happy to be collaborating with the Association of Latin American Universities Entrusted to the Society of Jesus (AUSJAL) and Jesuit associated international organizations in developing a “Messina Commons.”

Recalling the first Jesuit school to which Ignatius sent his best resources in 1548 to meet the educational needs of his day, this new venture would help mobilize today’s Jesuit educational resources to meet the needs of underserved populations around the world. Still very much in its developmental stage, the Commons envisions a new dimension and new opportunities for collaboration between the educational and social sectors of the Society to address emerging needs on a global scale. Some of these opportunities include promoting access to educational content

and the skills that can help better marginalized individuals and their economic situation.

Tailored programs that increase awareness of healthcare, economic growth, sustainable agricultural practices, and literacy can dramatically improve the lives

of an entire individual. The Messina Commons focuses on the educational value of the content and how it can serve as a tool to provide a strong foundation for those living in marginalized communities. ■



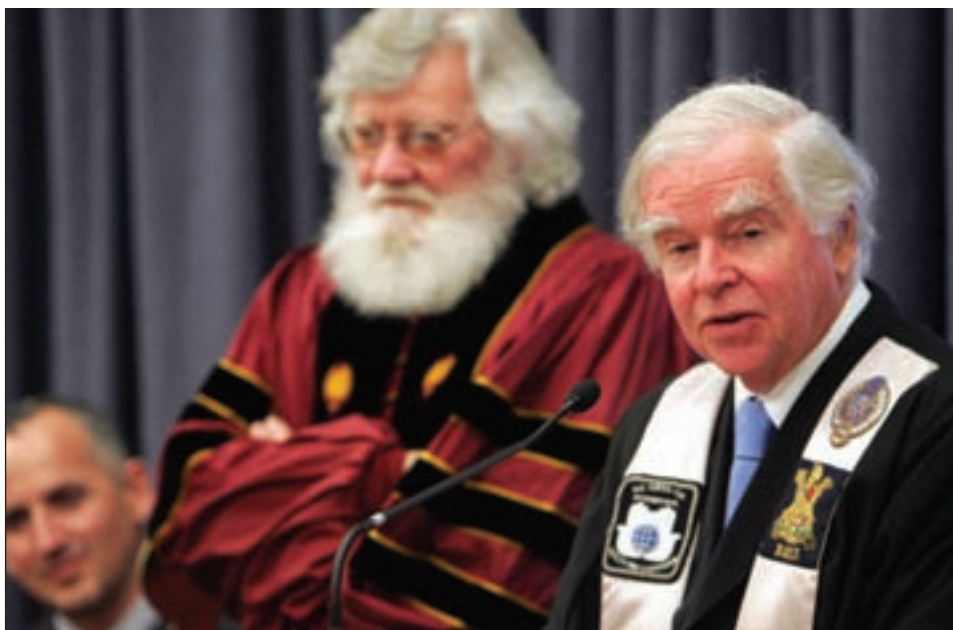
INSTITUTE OF INTERNATIONAL HUMANITARIAN AFFAIRS

Fordham University

The Institute of International Humanitarian Affairs (IIHA) was established in 2001, developing from the collaborative efforts between The Center for International Health and Cooperation (CIHC) and Fordham University to more adequately define practical solutions and initiate dialogue, understanding and cooperation among war-torn nations. It was created with the purpose of fostering partnerships with relief organizations, publishing books, hosting symposia relating to humanitarian affairs, and providing training courses on humanitarian action. The Institute engenders humanitarian workers to develop the necessary skills needed in crisis situations, and offers a strong academic base for the study of humanitarian affairs.

Today, the Institute has developed multiple courses, lecture series, and workshops that invite students, faculty, and members of the community to become more aware of and engaged in the response to humanitarian crises around the world. A central component of the Institute is the International Diploma in Humanitarian Assistance (IDHA) program. This month-long program is held in Geneva, New York, and Kenya and aims to simulate the intensity of a humanitarian crisis with lectures, workshops and the exchange of field experiences.

In addition to the IDHA, the Institute



IDHA head Kevin M. Cahill, M.D. (right), addressing the 19th graduating class of the International Diploma in Humanitarian Assistance (IDHA) at Lowenstein Center in June 2006. Photo by Bruce Gilbert.

also offers one- and two-week programs to aid workers, as well as semester long courses to undergraduate and graduate students at Fordham University. The undergraduate course strongly emphasizes the balance between theory and application, and is coupled with an internship in the students' spring semester.

Complementing the academic courses, the IIHA conducts trainings with student leaders of Global Outreach

in preparation for the national and international immersion trips they lead throughout the year. Overall, the Institute has and continues to make a conscious effort to address the growing effects of globalization, militarism, migration, ecological changes, increasing conflicts and the widening gap between rich and the poor. ■

“The measure of Jesuit universities is not what our students do but who they become and the adult Christian responsibility they will exercise in the future towards their neighbor and their world. Students need close involvement with the poor and the marginal now, in order to learn about reality and become adults of solidarity in the future.”

Rev. Peter-Hans Kolvenbach, S.J., Superior General of the Society of Jesus

JESUIT UNIVERSITIES HUMANITARIAN ACTION NETWORK



Lord David Owen, former foreign minister of the United Kingdom (left), and Kevin M. Cahill, M.D., at the ceremony for the 19th graduating class of the International Diploma of Humanitarian Assistance. Photo by Bruce Gilbert.

In 2006, the Institute of International Humanitarian Affairs and Fordham University initiated a network to coordinate the responses of the U.S. Jesuit university community to humanitarian issues. The Jesuit Universities Humanitarian Action Network (JUHAN) was created on the premise of exchanging ideas, resources, and increasing the effectiveness of individual efforts through collaboration among the Jesuit higher education community to the humanitarian crises around the world. Current member institutions include Boston College, Creighton University, Fairfield University, Fordham University, Georgetown University, John Carroll University, Loyola University Chicago, Loyola Marymount University, Marquette University, Santa Clara University, Seattle University, and the University of San Francisco.

Over the past year, a small advisory committee has worked diligently to move the Network forward with the

planning of the first annual national workshop, “Engaging Students in Humanitarian Action.” Scheduled for June 2008 at Fordham University’s Rose Hill Campus, this workshop will bring together Jesuit university students and faculty, and engage participants in capacity building and dialogue around the complexity of global humanitarian issues.

The Network has envisioned future national workshops in different regions of the United States, with the hope that faculty and students of Jesuit colleges and universities will share resources, expand their knowledge, and advocate for solidarity around humanitarian issues.

In preparation for the first workshop, some Jesuit colleges and universities such as the University of San Francisco, Georgetown University, Fairfield University and Fordham University are encouraging potential participants to enroll in a course on humanitarian development. ■

INTERNATIONAL STUDIES AND GLOBAL PERSPECTIVES COMMITTEE

Rockhurst University

World Cultures Day, an annual fall event, is one of the initiatives launched by Rockhurst’s International Studies and Global Perspectives Committee. Participation and attendance have grown steadily since the event was introduced in 2000. International students dress in clothing from their home countries and U.S. students volunteer to research and present materials from countries in which they have studied or that represent their ancestry. Event organizers have recruited participants from the community who can broaden attendees’ knowledge by showcasing countries that may be unfamiliar.

Last year the committee, comprised of faculty and staff, spearheaded approval by the Faculty Senate of a document titled “Creating Global Citizens,” designed to prepare graduates who are citizens of the world. For the next few years, the committee will work to implement the document’s goals and objectives.

In addition to World Cultures Day, the group organizes faculty presentations on global issues and helps recruit students for study-abroad programs. ■



Shu-Fen Shih, Ph.D., psychologist and outreach coordinator in the Counseling Center, took part in World Cultures Day at Rockhurst University by demonstrating Chinese writing. With samples of international food and live music, the event is so popular that it has almost outgrown its venue.

INSTITUTE FOR THE STUDY OF INTERNATIONAL MIGRATION

Georgetown University

The Institute for the Study of International Migration (ISIM), founded in 1998, is an integral part of the research, development and understanding of current international migration issues. ISIM focuses on all aspects of international migration, including the causes of and potential responses to population movements, immigration and refugee law and policy, comparative migration studies, the integration of immigrants into their host societies, and the effects of international migration on social, economic, demographic, foreign policy and national security concerns. ISIM also studies internal displacement, with particular attention to

the forced movements of people for reasons that would make them refugees if they crossed an international border.

ISIM provides balanced, interdisciplinary analysis of the complicated issues raised by international migration. The Institute conducts research, and convenes symposia and conferences on U.S. immigration and refugee law and policies. It also undertakes comparative analysis of international migration issues affecting other countries, including various bilateral, regional, and multilateral approaches to migration and refugee policy.

Understanding forced migration and responses to humanitarian emergencies is another important area of policy

research in the Institute for the Study of International Migration.

Susan Martin, Director of the Institute for the Study of International Migration, has collaborated closely with a number of Jesuit universities nationally and internationally to promote understanding of refugee crises and post-conflict situations. Overall, the Institute is dedicated to working with and supporting the next generation of scholars on international migration. “Our students are our greatest resource. They are working in humanitarian crises throughout the world and contributing towards finding solutions to human suffering.” ■

JESUIT MIGRATION NETWORK

Over the past decade, the social, economic, and political issues centered on migration have been the center of attention and discussion among public and academic communities.

Today, faculty and administration from Jesuit colleges and universities are collaborating to create a greater understanding of the complexities of international and national migration.

In 2005, Fairfield University hosted the first migration conference for faculty and staff of Jesuit colleges and universities. The faculty-driven conference led to the development of the Jesuit Migration Network, an organization focused largely on curriculum development, sharing of best practices and collaborative research on migration.

The Jesuit Migration Network effectively draws together scholars from U.S. Jesuit affiliated colleges, universities, and institutions and works closely with the Jesuit Migration Service, an organization that predates the Jesuit

Migration Network. The Jesuit Migration Service works diligently to bring together service providers and academics from Canada, the United States, Mexico, Nicaragua, El Salvador, and Guatemala.

Since the formation of the Jesuit Migration Network, a number of U.S. Jesuit colleges and universities including Boston College, Fairfield University, Fordham University, Georgetown University, Loyola University Chicago, and the University of San Francisco have centered their efforts on collaborative interdisciplinary research and curriculum development on migration for undergraduate students. In addition, many scholars and researchers are actively looking at how to translate research efforts into effective and responsible policy. Faculty and staff have likewise made an effort to advocate around the issue. Most recently, staff from Loyola University Chicago worked closely with the Jesuit

Migration Service and conducted a training of lay workers in Veracruz, Mexico where migrants frequently stop. In addition, faculty from the University of San Francisco have spent significant time working with scholars from El Salvador, Nicaragua, Mexico and Guatemala and will soon co-edit a special issue of the *Journal of Poverty* on migration.

Members of the Jesuit Migration Network believe that they have a responsibility to respond to the growing issues of globalization and migration, while developing a common perspective and understanding on immigration and other humanitarian issues. In November 2007, scholars and researchers from Jesuit universities in North America, Mexico and Central America will gather in León, Mexico to link the themes related to migration and development. ■

SECTION 6

ACADEMIC ENGAGEMENT ACROSS BORDERS

IN THIS SECTION

Darren Pais – India, Saint Louis University

Center for International Higher Education, Boston College

Center for Global Education, John Carroll University

AJCU – AUSJAL: A Partnership

The English Language Institute, Wheeling Jesuit University

Sikkim, India Program, Loyola Marymount University

The Office of International Programs, Loyola College in Maryland

DARREN PAIS

Saint Louis University, Class of 2007

Countries of Origin: India and Kuwait

Originally from India and raised in Kuwait, Darren Pais is a senior at Saint Louis University. He describes his experience as being both “academically and socially” rewarding.

Pais is currently part of a nationally renowned Aerospace Engineering program which has allowed him to participate in numerous research initiatives including

a study on Satellite Attitude Dynamics with Dr. Sanjay Jayaram and an independent study with Dr. Brody Johnson on Stochastic Processes. His breadth of academic experiences and career-oriented work for Caltech and the American Institute for Aeronautics and Astronautics (AIAA) challenge Pais, a double major in



Aerospace Engineering and Applied Mathematics, to excel both within and outside the classroom.

Darren’s rigorous academic work is complemented by his involvement in the International Student Federation (ISF) and the Student Government Association (SGA). During his junior year, Darren served as president of the ISF. In this

capacity, he had the opportunity to work on “bringing cultures and traditions of various international students on campus to the forefront.” The ISF provides various outlets to share his cultural experiences and also to learn from other cultures. His leadership and participation in ISF and

SGA have allowed him to make many lasting friendships and make the most out of his campus experience at St. Louis University.

The Jesuit values at Saint Louis University have enriched Darren’s experience. He points out, “I feel that the Jesuit values of Saint Louis University are hidden in all that happens here. There is an obvious commitment to service both in the classroom and among the student body.”

For Pais, the Ignatian charism has encouraged him to participate in “open discourse on various topics ranging from political to socio-economic and culture issues.” Darren will graduate in spring 2007 and will attend Princeton University in the fall, pursuing a PhD in Mechanical and Aerospace Engineering, with a focus on dynamics and control systems. ■

CENTER FOR INTERNATIONAL HIGHER EDUCATION

Boston College

The Boston College Center for International Higher Education brings an international consciousness to the analysis of higher education. Director Phillip Altbach notes that “We all live in a globalized world...and universities are affected by international trends as much as any institution in modern society.”

The Center is committed to the idea that an international perspective will contribute to enlightened policy and practice. To serve this goal, the Center publishes the International Higher Education quarterly newsletter, a book series, and other publications; sponsors conferences; and welcomes visiting scholars.

The Center sponsors several research projects on private higher education, the global academic profession, trends in Asia, Africa and Latin America and the role of research universities in developing countries. The Center’s website supports the work of scholars and professionals in

international higher education, with links to key resources in the field. Some of these resources include the International Higher Education Clearinghouse (IHEC), the Higher Education Corruption Monitor, and the International Network for Higher Education in Africa (INHEA). Each of these sources contains reports, analytical trends, relevant news, and links to additional agencies.

Central to the Center’s growth and development has been the amenable environment of Boston College. As Altbach points out, “Jesuit colleges and universities, with their inherent commitment to social justice and their participation in the informal network of Jesuit institutions worldwide, have both a special responsibility and a unique opportunity to work, and to understand, in this new environment.”

All in all, the Center for International Higher Education has been critical in the advancement of conversation and action around a more global curriculum. ■



The staff of the Center for International Higher Education (CIHE) at Boston College. Director Phil Altbach is 4th from left.

CENTER FOR GLOBAL EDUCATION

John Carroll University

In 2000, the Center for Global Education was launched at John Carroll University to promote personal growth through cultivating understanding via the complexity and richness of the larger world. Since 2000, there has been a large focus on expanding study abroad programs, fostering global awareness and international curriculum development and providing more opportunities for international student exchange.

The Center director and his staff have worked diligently to expand the study abroad programs and internationalize the curriculum. The director is in a unique position as both faculty member and director which gives him the leverage necessary to dialogue with professors about improvements in international curriculum development and faculty exchange. The Center envisions more faculty development and opportunities for students to grow as global citizens.

The Center’s extraordinary growth has led to the creation of a number of international concentrations and an emphasis on quality short-term study abroad experiences. Most recently, the Center for Global Education has offered a number of opportunities for students to participate in the Peace Building and Conflict Resolution Program based in Northern Ireland and Ghana (2008). It is the Center for Global Education’s goal to see that Jesuit values are significantly represented not only in the foreign study experience, but also in the classroom and among faculty. ■

“The University should be present intellectually where it is needed: to provide science for those who have no science; to provide skills for the unskilled; to be a voice for those who do not possess the academic qualifications to promote and legitimate their rights.”

Rev. Peter-Hans Kolvenbach, S.J., Superior General of the Society of Jesus

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES (AJCU) AND THE ASSOCIATION OF LATIN AMERICAN UNIVERSITIES ENTRUSTED TO THE SOCIETY OF JESUS (AUSJAL)

In June 2002, a number of the Association of Latin American Universities Entrusted to the Society of Jesus (AUSJAL) Rectors and the Presidents of the Association of Jesuit Colleges and Universities (AJCU) met in response to Father Kolvenbach's call for increased collaboration among Jesuit colleges and universities worldwide, especially in the Western Hemisphere. The presidents and rectors called upon their universities to respond to the growing globalization phenomenon through a variety of strategies for developing the international programs and outreach of Jesuit colleges and universities, and to educate students "in solidarity with the real world."

While AUSJAL and AJCU institutions already engage in a number of programs and exchanges, the presidents and rectors challenged them to develop more (and more effective) joint projects through networking and better communication. Among other steps, they recommended convening representatives of the AJCU institutions with some of their Latin American colleagues to explore possible joint learning experiences by both AUSJAL and AJCU students.

Over the past five years, significant efforts have been made to share resources, expertise, and experiences. Most recently, the Jesuit Distance Education Network has been working closely with AUSJAL staff to offer its very successful online Continental Poverty course to students currently attending AJCU institutions. This course and diversified partnership will allow for U.S. and Latin American students, faculty, and staff to dialogue and collaborate around a number of cross-country and cross-culture factors affecting poverty rates including migration, inner-city vs. rural populations, indigenous peoples, and access to basic services, family structure, and government run programs. ■



Above: Wheeling Jesuit University—English Language Institute

From left, Octavie Nkama, Congo; Ji Eun Jang, South Korea; and Yukiko Hayakawa, Japan; prepare for a recent Culture Fest at Wheeling Jesuit University where the public is invited to experience different cultures, through music, food and international costumes.

THE ENGLISH LANGUAGE INSTITUTE Wheeling Jesuit University

The English Language Institute at Wheeling Jesuit University (WJU) brings together enthusiastic learners from every corner of the globe. Together they study English in the beautiful setting of the University campus, absorbing American language and life in a supportive environment. These students share an intense and amazing experience with each other, swapping stories of faraway places and the deep, varied wisdom of global living. WJU's rigorous program is an enormous benefit for the young adults who participate, but the collective light they shine on WJU's small campus is an immeasurable and inspirational asset.

These students weave a tapestry of diversity that extends well-beyond the limits of the classroom. As their hosts, WJU encourages them to make connections outside the International program and to consider involvement in campus affairs, service programs, and community education. The Institute helps to further the dreams of those who choose to study at Wheeling and works to fan the spark of knowledge into illumination. As our students reach out to the larger community of the University and the city, that light is magnified in the enrichment of us all.

SIKKIM, INDIA

Loyola Marymount University

This unique semester program is centered in the mountain city of Gangtok, capital of the state of Sikkim. Tucked away in the Himalayan mountain range between the states of Nepal and Bhutan, Sikkim was an independent kingdom until it became the 22nd state of India in 1975.

Rich in orchids, cardamom, and tea, Sikkim enjoys diverse and beautiful mountain ecology, set against a visually stunning backdrop of snow-capped mountain ranges. Gangtok itself is a mile-high city which showcases three cultural groups - Tibetan Buddhist, Nepali Hindu, and indigenous Lepcha - coming to grips with Indian modernity. Sikkim is regarded as the last Himalayan “Shangri-La” because of its spectacular mountain terrain, varied flora and fauna, and ancient Buddhist monasteries

The program in Sikkim offers a wide range of courses to enhance both the student’s core requirements and his or her major programs of study. Students take courses in the history and cultures of India, religious traditions of India, art and art history, archaeology, environmental science, and anthropology of the ethnic communities of the Himalayan mountain region. They will also have the opportunity to study issues specific to the region. Some of these subjects include tangka painting, Tibetan medicine and traditional medicinal herbs, and Himalayan music and dance. ■

Above: Traditional Indian dance performed in local village

Right: Small Indian village in the highlands

THE PROGRAM IN SIKKIM OFFERS A WIDE RANGE OF COURSES TO ENHANCE BOTH THE STUDENT’S CORE REQUIREMENTS AND HIS OR HER MAJOR PROGRAMS OF STUDY. STUDENTS TAKE COURSES IN THE HISTORY AND CULTURES OF INDIA, RELIGIOUS TRADITIONS OF INDIA, ART AND ART HISTORY, ARCHAEOLOGY, ENVIRONMENTAL SCIENCE, AND ANTHROPOLOGY OF THE ETHNIC COMMUNITIES OF THE HIMALAYAN MOUNTAIN REGION.



THE OFFICE OF INTERNATIONAL PROGRAMS

Loyola College, Maryland

Loyola College in Maryland strongly encourages and supports international education, and the College strives to achieve this by sending American students abroad and by hosting international students and international exchange students on campus. The College is aware that not every student can take full advantage of the institution's thirty three study abroad opportunities so Loyola tries to create an international climate by promoting international cultural awareness through various activities, programs, guest lecturers, and film presentations.

Loyola's Department of Modern Languages and Literature sponsors French and Italian Weeks, and invites foreign writers, scholars and professionals to speak to students about their professional achievements and research.

The Office of International Programs sponsors special nights such as "Ghana Night" and "Asia Night" or celebrations of the Chinese New Year. This office also organizes various re-entry meetings for students who just came back from studying abroad so they can share their experiences with other students. Returning students are also encouraged and invited to participate in the promotion of their study abroad programs and also in preparing other students to study abroad. Several returning students volunteer to help and support international exchange students during their orientation week when they first arrive at Loyola College.



Above: Newly-Arrived Exchange Students and International Student Orientation Committee members from Loyola College in Maryland at lunch in Downtown Baltimore (Fall 2006)

Left: Exchange Students in DC-- A group of exchange students on a Loyola-sponsored day trip to Washington D.C. (Fall 2006)

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SECTION 7 **AJCU RESOURCES**

Academic Salons Program

Seattle University

<http://seattleu.edu/academicosalons/>

Ateneo Manila University, Philippines

University of San Francisco

<http://www.usfca.edu/international/>

Berkeley Center for Religion, Peace and World Affairs

Georgetown University

<http://berkeleycenter.georgetown.edu/>

Casa de Solidaridad

Santa Clara University,

<http://www.scu.edu/casa/>

Center for Global Education

John Carroll University

<http://www.jcu.edu/global/>

Center for International Higher Education Boston College

http://www.bc.edu/bc_org/avp/soe/cihe/

Encuentro Dominicano

Creighton University

<http://www2.creighton.edu/encuentro/>

Institute of International Humanitarian Affairs,

Fordham University

www.fordham.edu/iiiha

Institute for the Study of International Migration, Georgetown

University, <http://isim.georgetown.edu/index.html>

Jesuit Universities Humanitarian Action Network

“National Workshop: Engaging Students in Humanitarian Action”

www.fordham.edu/iiiha

Jesuit Migration Network

<http://jesuitmigration.fairfield.edu/migration>

Conference Info for November 2007: contact Lois Lorentzen

at lorentzen@usfca.edu

Marquette University Les Aspin Center for Government,

Marquette University

<http://www.marquette.edu/aspin/>

South Africa Service Learning Program in Cape Town

Marquette University

<http://www.mu.edu/safrica/index.shtml>

The Beijing Center

Loyola University of Chicago

<http://www.thebeijingcenter.org/>

Universidad Centroamericana en Managua

Fairfield University,

<http://www.fairfield.edu/x16869.html>

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