



A HISTORY ROOTED IN MISSION

JESUIT HIGHER EDUCATION IN THE UNITED STATES

ASSOCIATION of
JESUIT COLLEGES
& UNIVERSITIES
AJCU

*Celebrating 40 Years
1970-2010*

A HISTORY ROOTED IN MISSION
JESUIT HIGHER EDUCATION IN THE UNITED STATES

In Jesuit education, the depth of learning and imagination encompasses and integrates intellectual rigor with reflection on the experience of reality together with the creative imagination to work toward constructing a more humane, just, sustainable, and faith-filled world.

–Rev. Adolfo Nicolas, S.J., Superior General of the Society of Jesus



TABLE OF CONTENTS

Letter from AJCU Board Chair, Rev. Timothy R. Lannon, S.J.	3
Letter from AJCU President, Rev. Charles L. Currie, S.J.	5
The Jesuits and Education: A Rich History.....	7
U.S. Jesuit Colleges and Universities: Jesuit Higher Education Today.....	15
The Branches and Blossoms: Our Students, Alumni and Special Programs	29
AJCU Facts and Figures	47



AJCU CHAIRS FROM 1970 TO THE PRESENT

Rev. Robert J. Henle, S.J.

Rev. John P. Raynor, S.J.

Rev. Raymond C. Baumhart, S.J.

Rev. J. Donald Monan, S.J.

Rev. William Sullivan, S.J.

Rev. Joseph A. O'Hare, S.J.

Rev. James C. Carter, S.J.

Rev. Paul L. Locatelli, S.J.

Rev. William P. Leahy, S.J.

Rev. Michael J. Garanzini, S.J.

Rev. Timothy R. Lannon, S.J.

LETTER FROM AJCU BOARD CHAIR, REV. TIMOTHY R. LANNON, S.J.



The pace and complexity of events on today's campuses force presidents to focus like a laser on the present and future of their particular college or university, often leaving little time and energy to interact with and learn from their peer institutions.

That is much less likely for Jesuit colleges and universities, because our 28 institutions share so much in common and interact in so many ways. The past forty years of our common history have witnessed amazing developments for all of us, as we have grappled with challenges and grown in stature, all the while looking over our shoulder at one another.

Chairing the board of 28 presidents who make up the governing body of the AJCU, I see this in many ways as we engage in an intriguing mix of competition and collaboration. We vie to be the very best we can be as academic institutions, as engaged communities, and as witnesses to the best of the Catholic intellectual tradition and Catholic social teaching.

In the pages of this publication celebrating the last 40 years of a dynamic history grounded in our Jesuit, Catholic identity, and the first 40 years of the Association of Jesuit Colleges and Universities (AJCU), I hope you catch the excitement of the story of where we have been, where we are, and where we are going.

We stand gratefully on the shoulders of the women and men who have brought us this far, eagerly awaiting what our God of history might have in store for us in the years ahead.

May God bless our restless efforts to serve Him and His people through the best of Jesuit higher education.

A handwritten signature in black ink that reads "Timothy R. Lannon, S.J.". The signature is written in a cursive, flowing style.

Rev. Timothy R. Lannon, S.J.
President, Saint Joseph's University



AJCU PRESIDENTS FROM 1970 TO THE PRESENT

Rev. A. William Crandell, S.J. 1970–71

Rev. John A. Fitterer, S.J. 1971–77

Rev. William C. McInnes, S.J. 1977–89

Rev. Paul S. Tipton, S.J. 1989–1995

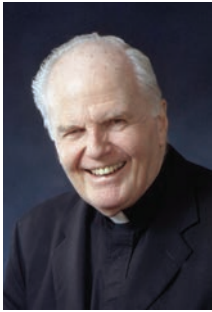
Rev. James Carter, S.J. Interim, 1995–1996

Rev. James W. Sauve, S.J. 1996–died in office

Rev. J. Donald Monan, S.J. Interim, 1996–97

Rev. Charles L. Currie, S.J. 1997–present

LETTER FROM AJCU PRESIDENT, REV. CHARLES L. CURRIE, S.J.



This year, 2010, AJCU celebrates its fortieth anniversary, but that milestone is but a tiny portion of the long history of Jesuit higher education. Still, given the scope and rapidity of change in the last four decades, it is a memorable period worthy of both celebration and reflection.

In this publication, we reflect on where we have been and where we are going in the pursuit of an ambitious agenda. We celebrate the history of Jesuit higher education, its impact on our Jesuit colleges and universities in the United States, and the many contributions of the Association of Jesuit Colleges and Universities (AJCU). We also recognize the many accomplishments of the wonderful women and men who study at, work for and graduate from our institutions.

Established in 1970, AJCU serves, fosters, and facilitates the work of 28 remarkable institutions. Using the image of a tree, we look at the roots of our enterprise, the founding experience that grounds all that we do. We explore the trunk or the structure and strengths that undergird the vitality of the effort. Finally, we show how the roots and trunk provide the support and sustenance that allow the tree branches to grow strong and bear fruit.

We are encouraged by the good work of our institutions and the people at our colleges and universities that are making great things happen. If the past and present are any indication, the outlook for Jesuit higher education is very promising, and we look forward to a bright future for many, many years to come.

In the spirit of Saint Ignatius, our founder, we are both humbled and grateful for what God has done through our 28 institutions in their efforts to realize their Jesuit, Catholic identity.

May God continue to bless those efforts!

A handwritten signature in black ink that reads "Charles Currie, S.J." with a stylized flourish at the end.

Rev. Charles L. Currie, S.J.

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THE JESUITS AND EDUCATION:
A RICH HISTORY



St. Ignatius Loyola, who founded the Society of Jesus in 1540, did not begin with a grand master plan for educational institutions, even though he and the first 10 Jesuits, his original companions, could be considered “university people.” All had studied together at the University of Paris, the seat of academic learning in Europe at the time. The original goal was quite simple and open-ended: “to help souls,” wherever and whenever that might be possible. There was no thought of being tied down by institutional commitments. Within a few years of the founding of the Society of Jesus, it was becoming obvious that one of the best ways to help others was to provide them with a good education. With this in mind, the first Jesuit school was opened as Collegio di San Nicolo, in Messina, Italy in 1548.

By the time of Ignatius’ death in 1556, 35 schools had been started. A few were universities, but most were similar to our present-day high schools. By the time of the suppression of the Society in 1773, which resulted from a series of political decisions, there were over 800 schools around the world. The Jesuits, who were known as “the schoolmasters of Europe,” educated children of the aristocracy and the noble classes, but were open to everyone who was qualified, both rich and poor, whoever promised to be the “best and brightest.”

When the suppression of the Jesuits ended in the early 19th century, a major part of the restoration of the Society included the task of restoring schools. Once again, the schools inserted Jesuits into their surrounding culture to a degree unknown to earlier religious orders.



This insertion takes contemporary form in Decree Four of the Society's Thirty-Fourth General Congregation in 1995:

It is part of our Jesuit tradition to be involved in the transformation of every human culture, as human beings begin to reshape their patterns of social relations, their cultural inheritance, their intellectual projects, their critical perspectives on religion, truth, and morality, their whole scientific and technological understanding of themselves and the world in which we live. We commit ourselves to accompany people, in different contexts, as they and their culture make difficult transitions.

A number of basic documents have influenced Jesuits in education from the very beginning and continue to influence their work today. The spirituality that forms and motivates Jesuits, their colleagues, and their institutions flows from the *Spiritual Exercises* of St. Ignatius that stress God's working in all things and in each and every person. Hence the importance of discerning how God is present in specific situations, and of being free to respond generously. Part IV of the Constitutions of the Society of Jesus contains in considerable detail what Ignatius expected of the Society's colleges and universities, and reflects the Parisian method of education with its commitment to what today we would call the liberal arts, active learning, and ordered progression of courses. As Fr. John O'Malley S.J., points out in his book, *The First Jesuits* (1993),

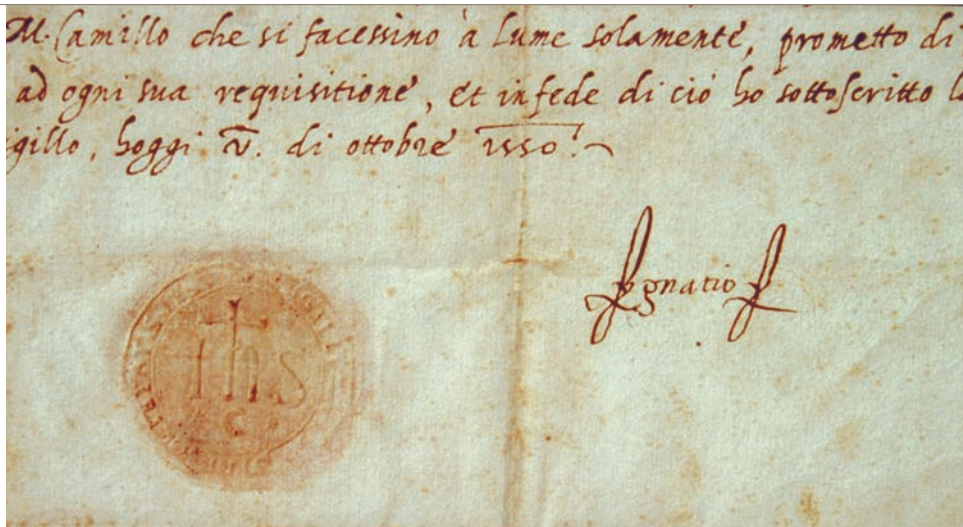
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–Decree Four of the Society's Thirty-Fourth General Congregation



The Jesuits wanted to preserve the best of two educational ideals, the intellectual rigor and professionalism of the scholastic system and the more personalist, societal and even practical goals of the humanists.

Jesuit education was founded on the Renaissance and humanist traditions, to which Ignatius and his followers added the greater breadth and firmer practicality one finds in the *Exercises*: all creation is good; all learning is good; and everything in the world can help us find and serve God and one another.



Writings and signature of Saint Ignatius.

LAYING THE GROUNDWORK FOR THE PRESENT DAY

After about fifty years of working in education, Jesuits codified their experience in the *Ratio Studiorum*, which first appeared in 1599 as a collection of curricular, administrative and pedagogical principles that continued to guide Jesuit education into the twentieth century. Today, many of the principles of the *Ratio* are still operative and appear in discussions of “Ignatian Pedagogy,” with its paradigm of context, experience, reflection and action.

With more than 460 years of experience, education in the Jesuit or Ignatian tradition at its best has remained committed to excellence, to service and leadership, to expansive and critical thinking, to competent and compassionate ethical concern, to creative and artistic expression, and to generous and practical action – indeed to



the fullest development of one's human potential called forth by God's action and love. Such an agenda is fully compatible with and indeed can bring about the best of a college or university in any age.

More recently, Pope John Paul II presented a magnanimous vision for a Catholic university in his 1990 encyclical, *Ex corde Ecclesiae*, and encouraged us to foster a distinctive Jesuit, Catholic identity that is rooted in the past and is energizing the present.

Thus today, the 28 Jesuit colleges and universities in the United States keep alive that identity through a number of orientation and educational programs and institutional strategies for trustees, administrators, faculty, staff and students.

This identity takes a contemporary form that can be readily recognized on each of our campuses by:

- A spirituality of “finding God in all things,” an expression of the Catholic sacramental vision that appreciates the radical goodness of everything in creation and leads to a comfort level with questioning and exploring within an expansive worldview;
- A spirituality that fosters a relationship with Christ as the model for our adulthood;
- A special commitment to the uniqueness of every individual, every person;
- A pedagogy that involves a constant interplay between experience, reflection, decision and action;
- A faith that does justice in a globalizing world;
- A restlessness to do more and better, that leads to a constant pursuit of excellence, and leadership;
- A commitment to partnership with others found most obviously in a strong commitment to lay leadership.

These identifying characteristics challenge the kind of teaching, learning and research that is pursued, the kind of caring relationships that are experienced in and out of the classroom, and the kind of values that permeate the institution.





St. Ignatius of Loyola focused his spirituality on the imitation of Christ—on the mind, heart, and love of Jesus. Ignatius encourages us to consider what Jesus said and did. At the foundation of Jesus' life was prayer, a continuous search for how best to love as an authentic human being before a loving God.

—Companions in Ignatian Service and Spirituality

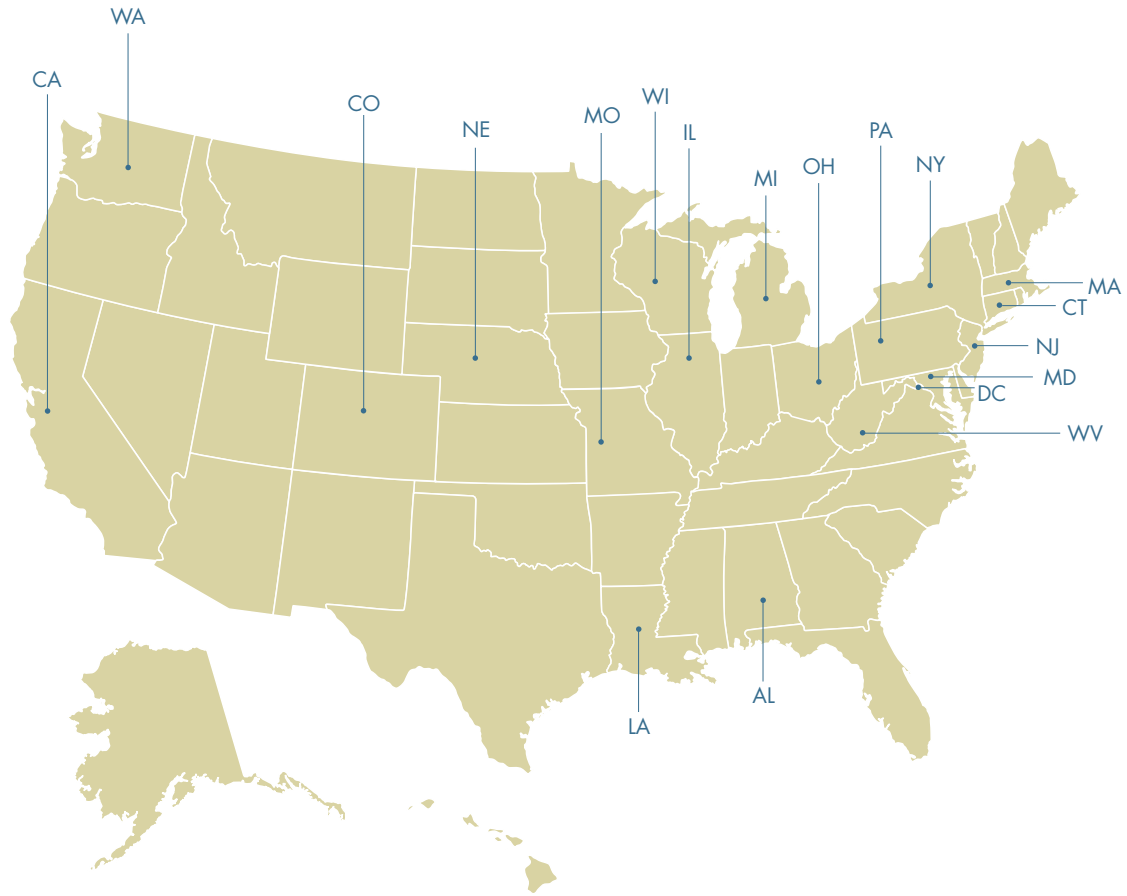
U.S. JESUIT COLLEGES AND UNIVERSITIES:
JESUIT HIGHER EDUCATION TODAY



If the defining characteristics of Jesuit higher education can be called the roots of the enterprise, the institutional histories and development of the 28 Jesuit colleges and universities in the United States—starting with Georgetown University, founded in 1789, to Wheeling Jesuit University, founded in 1954—can be described as the trunk of the tree. Each of the 28 has its own history and culture, but shares a common heritage and mission. Located in 18 states and the District of Columbia, Jesuit institutions are also part of a worldwide network of Jesuit educational institutions, so that they can truly be described as at once local, national and global.

From often humble beginnings, these colleges and universities moved from relative insularity in the early 20th century to full engagement with their peer institutions. In the late 1940s and 50s, they underwent dramatic expansion; recommitted themselves to quality in the late 50s and early 60s, when they also responded to the initiatives of the Second Vatican Council; and grappled with ways to engage the unrest of the late 60s over civil rights, the Vietnam war, women’s rights and the environment. In the mid 70s, they began to be challenged to be more serious about their Jesuit, Catholic identity in the midst of trying times.

The last 40 years have seen a dramatic development in the strength of all 28 colleges and universities, as measured by the quality of programs; professionalism



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of administrators, faculty and staff; financial resources; competitiveness for students and resources; global outreach and respect among peers. A very obvious and key component of the success story has been the role of lay leadership, both women and men, among trustees, administrators (including presidents) and faculty.

In the latest *U.S. News and World Report*, all 28 schools were ranked in the first tier of their respective categories, and many institutions have made the “Best Colleges” list in *Forbes Magazine* and *The Princeton Review*. Just recently, the Carnegie Foundation for the Advancement of Teaching honored six Jesuit institutions for their community engagement efforts, bringing the total number of Jesuit institutions earning the Carnegie Community Engagement Classification to 17.

Many of the accolades bestowed upon Jesuit institutions would not exist without the outstanding faculty serving our campuses day in and day out. For some time, AJCU faculty have been recognized for their scholarship and effective teaching. Many professors have received prestigious fellowships and awards, including CASE Professors of the Year awards on the national and state levels, and have conducted groundbreaking research. Over the years, AJCU has monitored some of the breakthroughs in faculty research, which has included the discovery of the DNA of cancer cells, the development of devices engineered at the nanoscale level, and the study of the impact of a particular protein in combating heart disease and hypertension.

All the while these institutional strengths have been growing and developing, the effectiveness and sophistication of efforts to foster our Jesuit, Catholic identity and mission have increased. The trunk of the tree is strong and growing stronger, but there remains a restlessness to be better.



A faculty member shares his enthusiasm for learning with his students.



AJCU: SERVING, FACILITATING, SUPPORTING

Simultaneous with and very much part of the past 40 years of progress is the Association of Jesuit Colleges and Universities (AJCU), founded in July 1970 as a national organization to serve its 28 member institutions. The association represents its member institutions before the Church, the Society of Jesus, the federal government and within the higher education community, while also encouraging and facilitating collaborative initiatives, both nationally and internationally. These have included fostering Jesuit, Catholic identity, the internationalization of our campuses, the promotion of a faith that does justice, leadership development programs and a distance education network (JesuitNET).

AJCU encourages collaboration through a range of communication efforts, both print and online, an interactive website and an extensive network of listservs that provide for the ready exchange of information and experiences in the dynamic world of Jesuit higher education. A dramatic example of the value of this network was the

The Loyola University New Orleans Class of 2009 dedicated a sculptural bench to pay tribute to 637 colleges that took in displaced Loyola students the semester following Hurricane Katrina.

The names of these schools were engraved on the bench, and all 27 sister Jesuit institutions were included.



rapid response to Hurricane Katrina in August, 2005, when within a few hours, AJCU institutions had come to the aid of displaced students from Loyola University New Orleans, which was forced to close its doors for the fall semester while the city struggled to recover.

AJCU facilitates the work of over 35 peer groups, called “AJCU conferences,” of vice presidents, deans, directors, etc. These conferences, as they meet annually or bi-annually, and as they communicate by listservs, are a principal locus for collaboration and for innovative ideas.

Some examples of AJCU conference activity include:

- The Deans of Adult and Continuing Education (DACE) have been instrumental in the development of both JesuitNET and collaborative efforts with AJCU sister Jesuit institutions in Latin America.
- The Chief Academic Officers (CAOs) have played an important role in developing the internationalization of Jesuit campuses.
- The Chief Financial Officers share valuable information to help one another in difficult financial times.
- The Chief Information Officers have developed a mentoring program for young colleagues, and have a very active Shared Services Committee.
- With the help of Tutor.com, the Library Deans created the AJCU Virtual Reference Service that allows AJCU faculty, students and staff to share library resources with other Jesuit institutions 24 hours, seven days a week.



AJCU HIGHLIGHTS

Mission and Identity

AJCU has been involved in many activities that support and further the mission and identity of Jesuit higher education. In addition to sponsoring the AJCU Conference of Mission and Identity Directors, AJCU has consistently fostered the mission and identity activity at Jesuit institutions, and developed, along with the Association of Catholic Colleges and Universities (ACCU) and the Association of Governing Boards of Universities and Colleges (AGB), a workshop and handbook for trustees, *Mission and Identity: A Handbook for Trustees of Catholic Colleges and Universities*. The workshop assists trustees in exercising their responsibility for institutional identity and mission.

Two complementary programs are aimed at developing women and men at AJCU schools who are both excellent in their work and fully conversant with the Jesuit, Catholic mission of their institutions. The *AJCU Seminar on Higher Education Leadership* offers to Jesuits and their colleagues an experience of leadership issues within a mission-driven perspective, and the *Ignatian Colleagues Program* provides an in-depth experience for lay colleagues of the many dimensions of Ignatian spirituality. Both programs help form the women and men who will make our Jesuit, Catholic identity come alive now and into the future.

Internationalization

From its earliest history, the Society of Jesus has had an international membership and a global perspective so that the contemporary concern for internationalization as a response to the phenomenon of globalization comes naturally to Jesuits and their institutions.

Each of the 28 Jesuit institutions is committed to educating for global competence and concern through the curriculum, immersion experiences, study abroad programs, overseas faculty projects, and volunteer and service opportunities for students.

A recent survey found that AJCU institutions had programs in over 100 countries. Many of these programs, which are featured in the AJCU publication, *Education for a Globalized World*, are immersion experiences, where students live in community in a developing country. The students are able to learn about the economic, political and social justice issues of their host country through rigorous academic reflection, working at praxis sites, and living in solidarity with their neighbors. Immersion programs, such as the *Casa de la Solidaridad* in El Salvador and the fledgling *Casa Bayanihan* in the Philippines, are open to students from all Jesuit institutions. Other immersion experiences can be found in Kenya, the Dominican Republic and Nicaragua.

The 28 Jesuit colleges and universities link to colleagues on five continents (Asia, Africa, Europe, Australia and South America). AJCU institutions enjoy a special relationship with their sister institutions in Latin America in promoting a variety of collaborative ventures, including institution-institution exchanges, shared research projects, and the exchange of online courses through the Jesuit Distance Education Network (JesuitNET). A recent meeting in Mexico of worldwide Jesuit education



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established new opportunities for networking and collaborating.

The AJCU has encouraged the development of the *Jesuit Commons*, an ambitious international initiative that attempts to capitalize on Jesuit networks across the globe to match their higher education resources with the marginalized communities Jesuits serve worldwide. The first projects have been providing online education “at the margins” to refugees in Thailand, Malawi and Kenya. The potential of reaching out to other communities around the world is enormous.

Commitment to Justice

In response to a stirring challenge in 2000 at Santa Clara University from Fr. Peter-Hans Kolvenbach, S.J., then Superior General of the Society of Jesus, AJCU institutions recommitted themselves to educate for a “faith that does justice.” This recommitment refers to the 1975 commitment to faith/justice at the 32nd General Congregation of the Jesuits. The commitment took on special meaning with the 1989 assassinations at the University of Central America (UCA) of six Jesuits and their two female co-workers – martyrs for a faith that does justice.

A faculty steering committee on Justice in Jesuit Higher Education has convened three meetings since 2000 at Loyola University Chicago, John Carroll University and Fairfield University, that focus on bringing the commitment to justice into the curriculum and the academic life of the institution. The next conference, “On Fire at the Frontiers: The Commitment to Justice in Jesuit Higher Education,” will be convened at Creighton University from August 1 through 4, 2013.

The steering committee is publishing a collection of the presentations from the 2009 conference, titled *Being Transformed/Transforming the World: Justice in Jesuit Higher Education* (forthcoming from Fordham University Press).

The faculty effort is complemented by student programs on each campus, where there are a wide range of social justice initiatives underway. From sweatshop protests to sustainability projects to clothing and food drives for the homeless and hungry, students have initiated their own efforts to demonstrate their commitment to justice. The student efforts are reinforced by the annual national Ignatian Family Teach-In for Justice and the Ignatian Solidarity Network, both of which celebrate and encourage student advocacy and leadership for justice.



AJCU AREAS OF FOCUS

Distance Education

The Jesuit Distance Education Network (JesuitNET) was created in 1999 as a collaborative effort of the U.S. Jesuit colleges and universities to develop, share and deliver a broad range of online academic programs and services for a national and eventually international audience. Although formed to support online courses and programs, JesuitNET has increasingly oriented its services to the more inclusive world of distributed learning. Distributed learning can occur either on or off campus, providing students with greater flexibility and eliminating time as a barrier to learning.

To ensure that the Jesuit values of intellectual rigor, critical thinking and personalized instruction are incorporated into JesuitNET courses or programs, JesuitNET developed the Competency Assessment in Distributed Education (CADE) course design model to identify and assess student competencies and to promote student mastery of higher-level thinking skills. The CADE method focuses on defining what student understanding means and how to recognize it.



Students from Jesuit colleges and universities have the opportunity to take online courses developed by JesuitNET.



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.’ When the heart is touched by direct experience, the mind may be challenged to change.

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



JesuitNET has fostered a number of international collaborative efforts, including various collaborations with Jesuit institutions in Latin America and the development of online programs that are part of the global *Jesuit Commons* initiative.

Federal Relations

From its earliest days to the present, the Association of Jesuit Colleges and Universities has advocated extensively on behalf of students and our institutions with Congress, the Department of Education, the White House and the Office of Management and Budget (OMB). AJCU's Federal Relations efforts focus on the budget and appropriations affecting student financial aid, and regulatory and tax issues relevant to higher education.

The AJCU Federal Relations Network is comprised of representatives from each of the twenty-eight Jesuit colleges and universities and includes Vice-Presidents of Government Relations or Public Affairs, Financial Aid Directors, Counsels, Provosts and some Presidents. Each year, the Federal Relations Network gathers in September for an annual legislative conference to meet with key Members of Congress, the administration, and Congressional staff.

Communications

AJCU Communications is responsible for overseeing communication with various constituency groups (AJCU member institutions, the national media, and the national higher education community among them); developing innovative resources that promote the mission and values of Jesuit higher education; and cultivating strategies that help Jesuit institutions creatively respond to the opportunities and challenges they face.

AJCU Communications publishes the monthly online news publication, *Connections*, the weekly *AJCU Higher Ed News* and major organizational publications; works with the national media; manages the AJCU website; and leads activities in the areas of public relations, marketing, electronic communications and social media.

To help guide the collaborative communications activities of the AJCU network, AJCU Communications established the Communications Advisory Council (CAC) whose mission is “to collaborate in meaningful ways on the development of strategies

and ideas that further the mission and values of Jesuit higher education through various means of communication, including media relations, public relations, marketing and technology.” The CAC has accomplished several projects, including a series of white papers that summarize key Church positions and an experts guide consisting of faculty and administrators from AJCU institutions. Since 2008, the CAC has organized a marketing and communications leadership summit that provides key marketing and communications leaders with an opportunity to exchange ideas about strategic planning and crisis management, to share best practices and to dialogue on critical issues in Jesuit higher education.

AJCU Special Projects

AJCU Study Abroad Consortium – The AJCU study abroad consortium was developed in 2008 to encourage AJCU institutions to share study abroad programs as a way of offering more global opportunities for students. The consortium has developed a “basket” of programs that has added value and versatility to the international programming of Jesuit institutions, and in the process, is encouraging AJCU students in their development as global citizens. The “basket” of shared programs can be found on the AJCU website, www.ajcunet.edu.

AJCU Women’s Leadership Study – A study of the status of women at Jesuit institutions is examining the culture or climate on Jesuit campuses for women, investigating how institutions are supporting women’s advancement to high-level positions, looking at the issues that undergird or prevent women’s advancement, and exploring the kinds of programs available on campuses that support women’s advancement.

Jesuit Basketball Spotlight – The Jesuit Basketball Spotlight (JBS) is a nationwide effort to capitalize on the 90+ basketball games between Jesuit institutions to bring greater awareness of and exposure to Jesuit education and its shared mission. Launched in 2008, JBS has grown from an interesting concept to a dynamic project that continues to develop. In its pilot year, more than 250,000 in-arena spectators attended JBS games and heard in-game messages that highlighted key attributes of Jesuit higher education.

Opposite page: *Student-athletes from Fordham University and Saint Louis University exchange t-shirts before a Jesuit Basketball Spotlight (JBS) game.*



THE BRANCHES AND BLOSSOMS:
OUR STUDENTS, ALUMNI AND SPECIAL PROGRAMS



Just as the roots and trunk of the tree nourish and support the branches, so too the strengths of Jesuit higher education nourish students so that they come to reflect Jesuit ideals as they grow and mature. They become curious and critical thinkers at home in a world they help create, engaged citizens who lead and serve, and restless pursuers of a faith that does justice as they strive to be women and men for others.

The ideals of excellence, finding God in all things, *cura personalis* or care for the person, the ongoing quest for the *magis*, or what is more effective, take flesh in many ways on each of our 28 campuses. Slogans become real-life experiences in the classroom, on the playing field, on stage, in service settings, at home and in far away countries. And critical questions of faith, ethics and culture are explored through many of our institutes and centers that provide a forum for dialogue and debate.

Jesuit education pursues the excitement of ideas that challenge and stimulate young minds, and a respect for the person—oneself and others—that develops the heart. Evidence of this is found in seminar rooms, walking across our campuses, and spending time with students. We may not always realize our ideals, but there is always a restlessness to do better, and to move beyond comfort zones to seek better ways of doing things.



ACADEMIC EXCELLENCE

Jesuit schools are rightly known for serious academics, which ground everything else. Ignatian pedagogy means active and student-centered learning with a focus on in-depth study, probing questions, problem solving and moral concern. It is often said that we educate for competence, compassion and commitment. Competence comes first and without it one can be superficial; without compassion and commitment, one's competence can be sterile.

Seeking knowledge — knowledge of self, others and the world — is a foundation of Jesuit education. Each Jesuit campus is a place of intellectual integrity where open dialogue enriches a dynamic environment of teaching, research, and professional development. Every conceivable academic field of study is considered important since each contributes to the greater truth and a more enlightened society. The more than 19,000 faculty members who teach and conduct research on the 28 Jesuit campuses are part of a long line of educators dedicated to the principles of Ignatian pedagogy.

Many of the over 200,000 students at Jesuit institutions have been honored for their academic achievements and have won awards of every kind, including Rhodes, Truman, Fulbright and Goldwater Scholarships. Each year, the highest-achieving students are inducted into the Alpha Sigma Nu Honor Society, the honor society of Jesuit colleges and universities, which recognizes students who distinguish themselves in scholarship, loyalty and service.

The following profiles present a snapshot of notable student scholars from Jesuit institutions:

William D. Gohl, 2010 Rhodes Scholar, Regis University



William D. Gohl, who graduated from Regis University in May 2010 with a bachelor's degree in English and politics, was the only 2010 Rhodes Scholar recipient from a Catholic university in the United States. He was also one of only 32 selectees in the United States and the second Regis University student to receive the honor.

While at Regis University, Gohl was the student body class president, was active in Regis University Ministry, worked in the U.S. Attorney's office and counseled victims of domestic violence. He was also a Boettcher Scholar, a program that grants 40 merit-based scholarships to superior young persons from Colorado high schools.

As a Rhodes Scholar, Gohl began classes in the fall of 2010 at the University of Oxford in the United Kingdom where he is pursuing a Bachelor of Arts in Law (Jurisprudence).

Sean Grant, 2010 Class Valedictorian, Loyola Marymount University



Class of 2010 valedictorian, Sean Grant was a member of the university Honors Program and a double major in psychology and philosophy with a minor in economics. As an LMU Albertson Honors Fellow in 2009, Grant went to Cordoba, Argentina, as a volunteer at a mental health agency for adolescents. He also earned an Alfred J. Kilp Service and Leadership Award, as well as the Heart of the Lion Award for being one of the top five students best living the university's mission statement.

Grant is at the University of Oxford, pursuing a master's degree in philosophy in evidenced-based social intervention. His areas of interest are mental health and

substance use, which could lead to a career as a university psychology professor or a psychologist with a nonprofit organization.

Chris Halberg, 2009 Fulbright Scholar, Marquette University



As a junior at Marquette University, Chris Hallberg, Arts '09, spent a semester studying abroad in El Salvador, volunteering two days a week at a HIV support group, a primary care clinic and in the emergency room of the largest public hospital in the country. After sharing his experiences with professors, friends and Jesuits at Marquette, Hallberg was encouraged to apply for a Fulbright Scholarship to return to El Salvador.

Hallberg used his Fulbright to provide a dozen young El Salvadorans with cameras to document their environment, while he conducted interviews with their family and friends. He will use this information to create recommendations for development organizations working in the region so they can offer more effective and efficient services. A pre-med student who majored in sociology and Spanish for the professions, Chris is currently applying to medical schools and plans to practice medicine in both countries.

Lauren Hashiguchi, 2010 Truman Scholar, Saint Louis University



Lauren Hashiguchi, a current senior at Saint Louis University (SLU), was the recipient of a 2010 Truman Scholarship. With her impressive resume of service leadership and her application and policy statement on “Health Worker Shortages in Sub-Saharan Africa,” Hashiguchi stood out among an impressive group of candidates who competed for this prestigious award.

Hashiguchi is an investigative medical sciences

major at SLU with minors in both biology and community health. As an Honors student and MLK scholar, Hashiguchi has demonstrated outstanding achievements in and out of the classroom. She is an advocate against reckless teen driving for the Allstate Foundation, is the managing editor of a social justice magazine titled *OneWorld*, and was the coordinator of a long-term, campus-wide Haiti relief effort at the University.

Upon graduation, Hashiguchi plans to pursue a master's degree in public health with a focus on health policy and management.

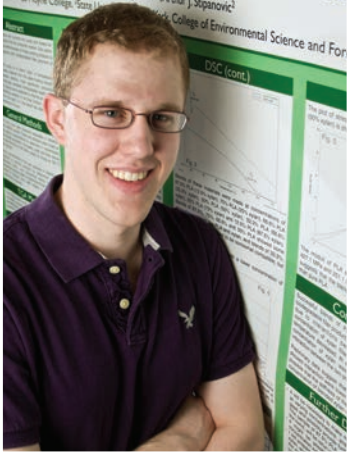
Barbara E. Pinello, 2010 Fulbright Scholar, Canisius College



Barbara E. Pinello, a recipient of a William J. Fulbright Scholarship for 2010–2011, is studying in Germany, where the Canisius alumna, who majored in international relations, European studies and German, is examining methods of how to teach a foreign language and is gaining practical experience as an English teaching assistant (ETA). While in Germany, Pinello is also volunteering at an academic mentoring program for immigrants.

Pinello plans to enter the TESOL (Teach English to Students of Other Languages) master's degree program with the Peace Corps, when she returns from Germany. She will spend one year in the United States and then teach English as a second language in a developing country.

Nicholas Stam, Class of 2011, Goldwater Scholar in 2009, Le Moyne College



Since arriving at Le Moyne in the fall of 2007, Nicholas Stam has spent as much time as possible gaining hands-on research experience in the lab at Le Moyne and the State University of New York College of Environmental Science and Forestry. Among the projects he has worked on are developing a more cost-effective biodegradable plastic and engineering a polysaccharide gel for drug delivery.

In 2009, Stam was named a recipient of a Goldwater Scholarship, the premier undergraduate awards of its kind in the fields of mathematics, the natural sciences and engineering. He was one of only 278 students nationwide to be selected for this honor.

A biochemistry major, Stam initially planned to apply to medical school after graduation. However, his experiences conducting research have led him to reassess his plans somewhat. He is now considering pursuing a joint graduate program where he can earn both a medical degree and a doctorate, so that he may one day teach at the undergraduate and graduate levels and perform biomedical research.



MEN AND WOMEN FOR OTHERS

As much as Jesuit institutions are dedicated to academics and the pursuit of knowledge, they want all of their students to encounter a rich educational experience that not only enlightens the mind, but engages the heart and spirit, as well.

Fr. Pedro Arrupe, S.J., the 28th Superior General of the Society of Jesus, challenged Jesuit institutions to be agents for social change, and to form men and women for others who are committed to social justice.

Heeding Arrupe's challenge, education at a Jesuit institution promotes a firm commitment to the ideals of service and social justice, where emphasis is placed on the needs of the other and where there is a genuine interest in preserving the respect and dignity of each individual. Students at Jesuit institutions are encouraged, through their education, to use their gifts and talents in ways that benefit society, to use the knowledge that they have acquired to serve others, and to seek ways to enhance the common good.

The following profiles feature students who are serving others on their campuses, in their communities, and beyond:

Robyn Anderson, Loyola Marymount University



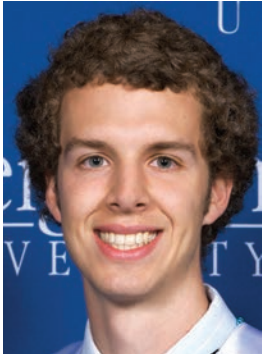
Robyn Anderson, a senior electrical engineering major at Loyola Marymount University (LMU), is president of the National Society of Black Engineers (NSBE), a member of the Ignatians (a service organization), and tutors engineering students.

In the summer of 2010, Anderson was accepted to the National Science Foundation’s “Optics in the City of Lights” International Research Experience for Undergraduates Program. She spent ten weeks performing research on an ultrafast laser at the Ecole Polytechnique in Paris.

As president of NSBE, Anderson took on many challenges to support NSBE student members and the surrounding Westchester Community, including coordinating a trip to Toronto for ten LMU students to the national NSBE conference in March 2010. She has mentored students at Westchester High School interested in pursuing science, technology, engineering or mathematics at the college level, and is a volunteer tutor for LMU freshmen and sophomore engineering students once a week, as part of the service requirement for the Tau Beta Pi Engineering Honor Society.

After graduation, Anderson hopes to earn her Ph.D. in optics.

Patrick Carter, Creighton University



Annually at commencement, Creighton University honors students for their initiative, enterprise, academic achievements and outstanding character traits with the “Spirit of Creighton” award. In May 2010, Patrick Carter was honored with the award.

A member of the Creighton honors program, Carter served as president and a member of the Jesuit University Humanitarian Network (JUHAN) and a resident advisor and member of the Cortina Community, a program where students participate in a communal living experience. He was also a participant and coordinator of Spring Break Service trips, a regular lector at St. John’s Church, and a volunteer for Habitat for Humanity.

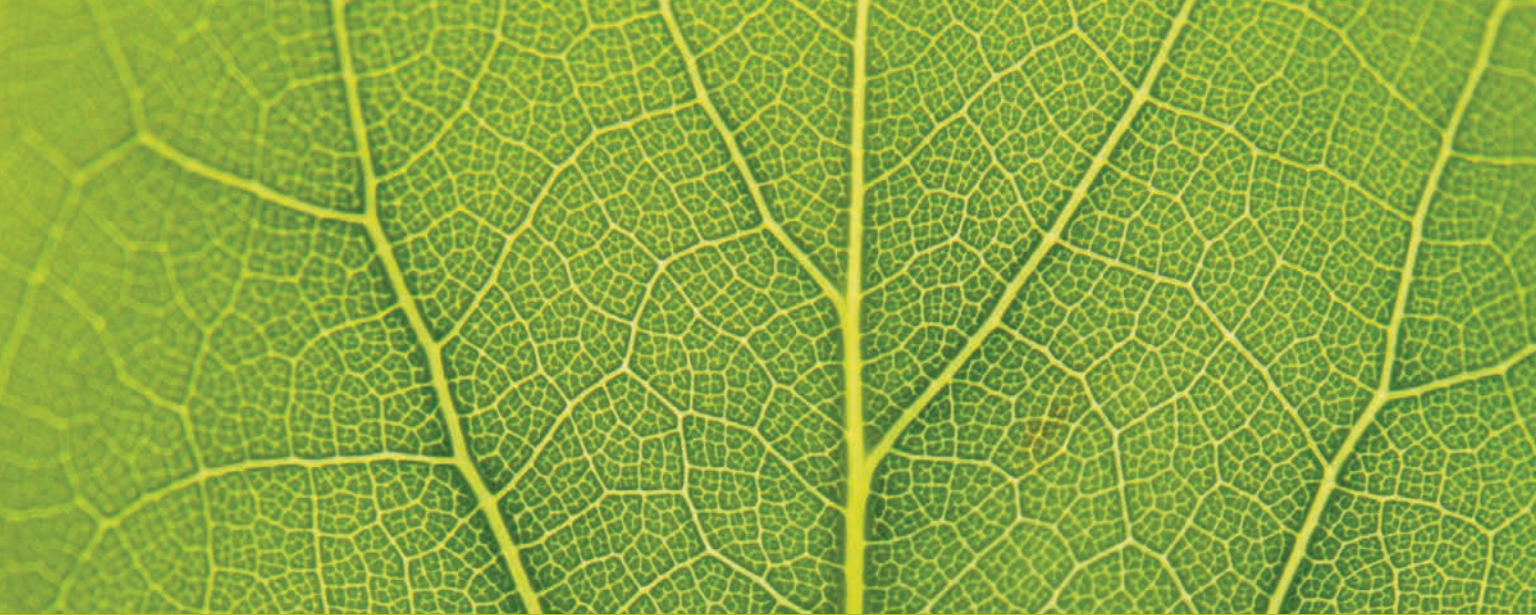
As a student worker in the Collaborative Ministry Office for four years, he helped maintain and update the Online Ministries website and developed the first Creighton Student Daily Reflections section of the website. The website receives 1.7 million visitors each month from 125 countries.

Carter, who majored in justice and society with minors in both environmental policy and applied ethics, enrolled at the University of Minnesota in the fall of 2010 to pursue a master’s degree in public policy.

Meaghan Fanning, Rockhurst University



Rockhurst University junior Meaghan Fanning, who is majoring in nonprofit leadership and theology, created the “Manresa Garden” on the university’s campus, with the aim of not only producing fresh produce for students, but to provide food for area families in need.



Today our prime educational objective must be to form men and women for others; men and women who will live not for themselves but for God and his Christ—for the God-man who lived and died for all the world; men and women who cannot even conceive of love of God which does not include love for the least of their neighbors.”

—Rev. Pedro Arrupe, S.J., Twenty-eighth Superior General of the Society of Jesus



Fanning serves as vice president of the student social justice organization, Voices for Justice, and is a Christian Life Community leader and coordinator through campus ministry. She has been on the university dean's list all four semesters of her Rockhurst career.

Off campus, Fanning volunteers her time with Holy Family Catholic Worker; New Roots for Refugees, a refugee transition program; and teaching an ESL class for 15 women from Somalia.

John Rubayiza, College of the Holy Cross



Born in Rwanda in 1989, College of the Holy Cross student John Rubayiza lost his parents, along with his brother and a sister in the Rwandan genocide. Orphaned, with sisters to care for, Rubayiza knew he had to take action in helping the native Rwandans and the refugees come together. He enrolled in a college in Italy where he joined a group called Constructive Engagement in Conflict, a program that advocated non-violent responses to various conflicts, and initiated something he called the Peacemakers Club in 2008. His effort helped him win a prestigious scholarship offered by the Davis Projects for Peace program. With the \$10,000 scholarship, Rubayiza spearheaded construction of what he called a peace information center, for both Ugandans and Rwandans, equipped with a television, a DVD player and a place to communicate. Rubayiza also used money to mobilize people and organize awareness festivals.

After meeting with a Holy Cross admissions officer in Italy, he was drawn to the school's Jesuit goal of producing "men and women for others." "This was very important in helping me make my choice," he says. "Based on the background and seeing people suffer in refugee camps, I felt I had to be a man for others."

Currently, Rubayiza is focusing on designing his own political science/international studies major.

Ariell Watson, Loyola University Maryland



Ariell Watson is a senior at Loyola University Maryland. She is a double major in Global Studies and Comparative Culture and Literary Studies and an English minor. Her achievements encompass academics and service, as well as student leadership.

A member of Loyola’s honors program and a mentor for first-year honors students, Ariell has

volunteered regularly at meal programs, a transitional housing and job placement program, and a tutoring program for refugee youth. She taught English at the Esperanza Center for two semesters and to D.C.-based diplomats for a summer, and volunteered as an intern providing research and advocacy for an organization focusing on the rights of environmental refugees.

A service coordinator for Loyola’s Center for Community Service and Justice for three years, she has coordinated several of the Center’s programs, including the Ignatian Family Teach-in and “Meet and Eat,” which brings clients of area service agencies to campus to share meals with students. She also developed a workshop, “Just Language: More than Politically Correct,” to address the use of language in the promotion of social justice.

RESTLESSNESS IN PURSUIT OF THE MAGIS

All Jesuit institutions strive for the *magis*, a Latin term for the “the more,” in their educational endeavors and in their pursuit of excellence. The *magis*, which refers to the belief of doing “more” for Christ and therefore for others, inspires those in Jesuit education to transcend boundaries and seek a better way of doing things—in the classroom, in the research lab, on campus or beyond the university gates.

The following profiles offer examples of the special campus centers and institutes at Jesuit institutions that are making a difference:



The Church in the 21st Century Center, Boston College

The Church in the 21st Century Center at Boston College was originally conceived in September 2002 as a two-year initiative to explore the problematic issues highlighted by the sexual abuse scandal in the Catholic Church. In 2004, the University established the Center as a permanent commitment to explore the neuralgic issues facing the Catholic Church today.

The Center seeks to be a catalyst and resource for the renewal of the Catholic Church in the United States by engaging critical issues facing the Catholic community. Drawing from both the Boston College community and others, its activities currently are focused on four challenges: handing on and sharing the Catholic faith, especially with younger Catholics; fostering relationships built on mutual trust and support among lay men and women, vowed religious, deacons, priests, and bishops; developing

The Church in the 21st Century Center at Boston College seeks to be a catalyst and resource for the renewal of the Catholic Church in the United States.



an approach to sexuality mindful of human experience and reflective of Catholic tradition; and advancing contemporary reflection on the Catholic intellectual tradition.

Center for Religion, Ethics and Culture, College of the Holy Cross

The Center for Religion, Ethics and Culture at the College of the Holy Cross sponsors and supports interdisciplinary, intercultural, and international programming that explores basic human questions of meaning, morality, and mutual obligation. Lectures and conferences are designed for the College community of students, faculty, and staff as well as alumni and the general public. The Center also strives to open a deeper conversation with regard to Catholicism through the context of a Jesuit education.

Since its founding in 2001, the Center has sponsored a host of lectures as well as the International Visiting Jesuit Fellowships, the Kraft-Hiatt Program for Jewish-Christian Understanding and the Thomas More Lectures on Faith, Work and Civic Life. In March of 2010, the Center sponsored the international conference, titled “Biological Foundations of Morality? Neuroscience, Evolution and Morality”. The two-day event brought together a diverse group of neuroscientists and other scholars who are pioneering this new realm of interdisciplinary research.

Center for Faith and Public Life, Fairfield University

Fairfield University’s Center for Faith and Public Life is a cross-disciplinary forum for students, scholars, policy makers, and religious leaders to converse and reflect on the many issues where religion intersects with civic life. The Center has taken multiple steps to try to transform the national dialogue on the much politicized immigration debate. These efforts to produce action on immigration reform come as immigration rights advocates have implored President Obama to move the issue to the top of his agenda.

One project—the Carnegie Corporation of New York-funded initiative, “Strangers as Neighbors”—has involved the Center leading a series of meetings and academic workshops in Washington, DC and at Fairfield that brought together some 100 individuals, including religious leaders of different faiths, politicians from different parties, NGO and non-profit organization leaders, advocates, and scholars.

More town hall-like meetings are planned with those who are deemed vital to making a difference, and a white paper was published this year on the status of the project.

A second initiative, funded by the Ford Foundation, is entitled “Immigrant Student National Position Paper”. This recently-launched project is studying the problems associated with undocumented students at Jesuit colleges and universities. It will involve a mixed-methods research study done in collaboration with Santa Clara University and Loyola University Chicago.

**The Center for Urban Environmental Research and Policy,
Loyola University Chicago**

The Center for Urban Environmental Research and Policy (CUERP) at Loyola University Chicago works to expand knowledge in the service of humanity by teaching interdisciplinary educational programs, and conducting research and outreach activities on pressing environmental issues. Such issues include global climate change, emerging environmental contaminants, the food production and distribution system, alternative energy solutions, and the unjust privatization of water and other natural resources.

CUERP is advancing Loyola University Chicago’s efforts to create a more sustainable university community. Through Loyola’s commitment to educate responsible young adults, the University is taking steps to enhance the university environment where students, faculty and staff can practice sustainable behaviors of resource conservation in their day-to-day lifestyles on and off campus.

As a member of the Association for the Advancement of Sustainability in Higher Education (AASHE), Loyola joins a community that is inclusive of all sectors within higher education committed to advancing sustainability by pursuing human and ecological health and providing a better world for all generations.

The Markkula Center for Applied Ethics, Santa Clara University

The Markkula Center for Applied Ethics at Santa Clara University is one of the preeminent centers for research and dialogue on ethical issues in critical areas of American life and focuses on the areas of bioethics, business ethics, campus ethics, character education, and government ethics.

The Center conducts an annual Ethics and Leadership Camp for Public Officials, designed to equip elected and appointed public officials with the knowledge and skills for enhancing and managing city ethics efforts.

Appalachian Institute: Working Toward Justice, Empowerment, and Hope
Wheeling Jesuit University

The Institute’s mission is to work toward the goal of safer, healthier, and stronger communities in the central Appalachian region and beyond by initiating and partnering on initiatives that address contemporary challenges and issues. Through a variety of formats—research reports, presentations, exhibits, conferences, and experiential learning opportunities—the Institute informs and engages local constituents, Wheeling Jesuit students and faculty, and visitors from outside the region. The Institute focuses primarily on the following Appalachian issues:

- Economic growth and job creation
- Education, service, and advocacy opportunities for immersion trips
- Health issues, both physical and mental, pertaining to Appalachian residents
- Hope for disenfranchised communities in the Appalachian region



Students from Wheeling Jesuit University’s Appalachian Institute focus on creating safer, healthier and stronger communities in the Appalachian region and beyond.



OUR ALUMNI

In much the same way the branches give rise to the blossoms, which in turn produce fruit, our colleges and universities are proud of our students-become-alumni. As former Superior of the Society of Jesus Peter-Hans Kolvenbach, S.J., remarked, “The real measure of our universities lies in who our students become.” That has been true from the first school in Messina in 1548 until today. While some alumni names might be more recognizable than others, our graduates share the distinction of putting their education and talents to work in lives of service and leadership.

In addition to the impressive list of notable Jesuit college and university graduates below who are serving in the fields of education, public service, the arts and media, business, religion, athletics, medicine, and law, our alumni also include 53 members of the U.S. Congress, two members of the U.S. Supreme Court, and more than 30 political appointees in the current presidential administration.

The distinction achieved by our 1.8 million living alumni, in ways large and small, is the best evidence that a Jesuit education works. A small sample of our alumni makes that point.



Top row left to right: *Susan Swain, Denzel Washington, Mary Lou Quinlin, Charles Geshke.*
 Bottom row left to right: *Anthony Fauci, Carolyn Kelly, John Kerry, Gwen Moore.*



A FEW OF OUR OUTSTANDING ALUMNI:

Campbell Brown, CNN reporter and anchor, former co-host of NBC's *Weekend Today* (Regis University)

Bill Clinton, 42nd U.S. President of the United States (Georgetown University)

John DiBaggio, Former President, Tufts University (University of Detroit Mercy)

Anthony Fauci, M.D., Director of the National Institute of Allergy and Infectious Diseases (NIAID) (College of the Holy Cross)

Paul Fleming, Founder and owner, P.F. Chang's Restaurant (Loyola University New Orleans)

Sr. Mary Ann Ida Gannon, B.V.M., Former president of Mundelein College and former chair of the American Council on Education (Loyola University Chicago)

Charles Geshke, Co-founder, Adobe Systems (Xavier University)

Carolyn Kelly, President and Chief Operating Officer, *Seattle Times* (Seattle University, also a graduate of Gonzaga University)

John Kerry, U.S. Senator (D-MA) (Boston College)

Zoe Lofgren, U.S. Representative (D-CA) (Santa Clara University)

Colman McCarthy, Syndicated Columnist, *The Washington Post* (Spring Hill College)

Robert Menendez, U.S. Senator (D-NJ) (Saint Peter's College)

Gwen Moore, U.S. Representative (D-WI) (Marquette University)

Mary Lou Quinlan, Founder and CEO of Just Ask a Woman, the leading women's marketing company in the U.S. (Saint Joseph's University)

Bill Russell, NBA Hall of Fame, former basketball player for the Boston Celtics and NBA coach (University of San Francisco)

Tim Russert, Broadcast journalist (John Carroll University)

John Stockton, NBA Basketball player for the Utah Jazz (Gonzaga University)

Susan Swain, President and Co-Chief Operating Officer, C-SPAN (University of Scranton)

Denzel Washington, Actor (Fordham University)

AJCU FACTS AND FIGURES

- Jesuit colleges and universities enrolled 213,711 students in 2009–10; the total undergraduate enrollment was 132,972.
- The average percentage of freshmen entering with a GPA of 3.0 was 87.5 percent in 2009–10.
- Undergraduate minority enrollment at AJCU institutions was 24.7 percent in 2009–10
- The total number of instructional faculty at AJCU schools for 2009–10 was 21,162.
- In 2009–10, AJCU schools reported 1,792,010 million living alumni, an increase of 40,767 from the previous year. This figure has increased from 1,412,503 since 2000–01.
- Tuition and fees rose on average 4.1 percent from 2009–10 to an average of \$32,682 in 2010–11, with a range from \$24,630 to \$40,542.
- Undergraduate students from all 28 schools reported receiving institutional aid in the form of grants in 2009–10, totaling \$1.18 billion (an increase from \$1.16 billion in 2008–09).
- The average financial aid package per undergraduate student in 2009–10 was \$24,116, which increased from \$23,119 in 2008–09.
- The total amount of federal grants for all AJCU schools in 2009–10 was \$142,985,856, an increase from \$109,178,424 in 2008–09.

