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## Arrupe Center Mission Statement 2002

The Pedro Arrupe, S.J. Center for Community-Based Learning

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## *The Pedro Arrupe, S.J. Center for Community-Based Learning*

*April 1, 2002 Update*

### **MISSION STATEMENT**

The Pedro Arrupe, S.J. Center for Community-Based Learning at Santa Clara University educates students, and the university as a whole, in the realities of the lives of the marginalized and the poor. The Arrupe Center creates partnerships for active engagement, service, and research, serving as a catalyst for a unique collaboration between scholars and community members. By providing students and faculty members opportunities for real-life, community-based learning experience both at home and abroad, The Arrupe Center seeks to advance the Jesuit tradition of the service of faith and the promotion of justice, uniting and transforming both university and community in a common effort to respond compassionately and self-critically to those most in need.

The Arrupe Center reflects the values set forth in the 2000 Strategic Plan in the following ways:

- Providing a program of community-based learning opportunities that support faculty and student efforts to achieve **academic excellence**
- Facilitating a collaborative campus-community relationship that provides the basis for **integrated learning** experiences for students and faculty, including opportunities for research and practice
- Supporting the university **commitment to students** by providing high-quality support and resources to both individual students and groups
- Facilitating community placements for both students and faculty where, in the course of their learning experience, they provide valuable **service to others**.
- Collaborating not only with our community partners but also with other campus programs such as Sobrato, SCCAP, the Bannan Center for Jesuit Education, and the Center for Multicultural Learning to foster a respect for a **diversity** of partners, viewpoints, and endeavors while maintaining the shared values of the campus and larger **community**.
- Witnessing in all the above ways our commitment to the **Jesuit values** of the service of faith and the promotion of justice.

### **Arrupe Center Goals:**

**Goal #1:** To increase and improve faculty, student, and community involvement in the Arrupe Center, so that participants practice vigilance towards social justice, compassion for those who suffer, and active involvement in efforts to alleviate injustice and suffering.

**Objectives to be met by June 2002, updated 4/1/2002:**

- 1.) In consultation with academic departments and The Bannan Center, The Arrupe Center will continue to develop specially tailored learning opportunities for students at partner agencies to meet discipline-specific educational objectives. *Such projects have been developed as of April 2002 with Professors Bever, Shefrin, Randall, Varona, Bauluz, Plante, Nichols, Lustig, Shunk, Cook, Sweet, Mertens, De La Paz, Sullivan, McLean, Plonka, Vincent, Garber, Molony, and Ravizza. In addition, the Arrupe Center is supporting a student-initiated project assessing attitudes towards faith, justice, and service among undergraduate students at several Jesuit schools.*
- 2.) In conjunction with the Bannan Center and the Sobrato Residential Learning Center, The Arrupe Center continues to
  - fund, through its Jesuit Endowment, a staff member at one-half FTE to work as Program Director in the Sobrato community. *Please see attached job description.*
  - provide financial and practical resources for the community outreach efforts of 2001-2002 Sobrato Hall residents. *During fall 2001 and winter 2002 quarters, students were referred to appropriate community agencies, schools, and other resources in connection to student projects. In addition, AC cars were made available for student projects in the community.*
  - provide regularly scheduled reflection sessions for Sobrato residents regarding their community work. *In collaboration with SCCAP leadership, AC staff members recruited, trained, and supervised 13 students to facilitate reflection groups for 55 Sobrato residents in the fall and 66 residents in the winter quarter. Reflection groups met three times each quarter to reflect on weekly community service experiences.*
  - join with community groups to co-sponsor events that will enable the community to use SCU facilities, and the students to plan and participate in such community events. *The list of such events as of April 2002 include the Media and Violence conference co-sponsored with the Diocese of San Jose, a conference co-sponsored with Pax Christi, the Guadalupe celebration, the CALSAS conference, the Francis Moore Lappe presentation, and a series of talks by John Giuliano to take place in April, 2002.*
- 3.) In its role as a community nexus, The Arrupe Center continues to
  - sponsor the development of a network for information and support for community-based learning at SCU via the PRAXIS website, *which will be launched in April, 2002.*
  - provide regular ongoing consultation and referral services for faculty and students. *Activities to date include hosting community partners for on-campus presentations to students and faculty in events co-sponsored with SCCAP and Career Services, co-sponsoring the establishment of a network*

*of SCU internship coordinators, participation in the Mother-Daughter Program and the Lilly grant planning, and presentations on community-based learning to the Council of Chairs. Two other such presentations will take place in spring quarter 2002 with the Student Affairs University Policy Committee and with the RLC Directors.*

- *organize and fund yearly community-based learning workshops for Arrupe Center community mentors, this year a joint presentation by a faculty partner and a community mentor on February 14, 2002 which was attended by a dozen community partners.*
- *organize and fund yearly community gatherings where the contributions of community mentors are recognized and celebrated. This year's gathering took place on March 7, 2002 and was attended by 20 community partners as well as some 60 SCU faculty, staff, and students.*
- *develop its role as an entryway for community members into the life of the university by inviting and welcoming efforts to co-sponsor events and projects. AC regularly extends invitations to community partners for campus events, such as the Urban Education Forums and Ethics at Noon talks.*
- *develop and foster productive working partnerships between campus and community, in particular through the efforts of the Arrupe Center Board in its role as the Community Partnerships Council for the Center for Multicultural Learning. This academic year, a grant has been given to Professor Shefrin for his work with finance students at Loaves and Fishes and at the East San Jose Law Center. Grants pending approval as of April 2002 include stipends for community partners hosting SCU faculty at the June community-based learning workshop, and funding for publication of informational materials developed by SCU students in conjunction with Estrella Family Services.*

4.) The Arrupe Center awards the yearly Jean Donovan Summer Fellowship to support student community-based learning projects involving social justice. *At the end of winter quarter 200, 14 students received fellowships totaling \$10,000. Please see attached list.* In carrying out this program, AC staff:

- *provide oversight and guidance for student steering committee as they publicize the program and conduct the application process. For this round of grants, publicity included 2 information sessions, newspaper and e-mail communications, and participation in the SCU Volunteer Discovery Fair.*
- *provide consultation and referral for students as they explore and develop their project proposals and share their experience with the broader SCU community. Projects this year included the multi-media exhibit Visions of India, publication of trip photos and poetry in the Santa Clara Review, co-organizing the CALSAS conference, and collaboration with students at other campuses to publish and distribute a new student newspaper, The Wise Monkey.*
- *organize, staff, and fund retreats at the beginning and end of the summer which enable students to prepare for, and reflect back on, their projects. Meetings and reflections to date have included a retreat at the Sacred Heart Jesuit Center and three evening gatherings. Spring 2002 activities will involve*

*meeting individually with all Fellowship recipients, supporting their participation in orientations provided by International Programs, and hosting gatherings of past and present Fellowship recipients for information and social exchange.*

- 5.) In order to establish adequate and useful ongoing oversight of student community-based learning placements, the Arrupe Center is conducting throughout the academic year 2001-2002 the following two pilot projects:
- the Early Placement Report, an internal procedure during the fifth week of each quarter, which provides the information necessary for the Arrupe Center to support students and faculty in their learning goals and to maintain high quality community placements. *The EPR was completed by 207 students in fall quarter 2001 and 112 students in winter quarter 2002.*
  - reflection sessions for students working with the more challenging client populations, which are facilitated by Arrupe Center staff and trained students during the eighth week of each quarter. *In fall quarter 2001, these sessions covered 18 placements and 112 students; in winter quarter 2002, 23 placements and 167 students. It is projected that during spring quarter 2002, the sessions will cover 24 placements.*  
*At the end of spring quarter 2002, the Arrupe Center staff will conduct a review of the effectiveness of these pilot projects in order to plan effective oversight mechanisms for the academic year 2002-2003.*
- 6.) The Arrupe Center will hold a workshop on community-based learning for SCU faculty members during the week of June 17-21, 2002. This workshop will
- be open to any SCU faculty member. *The list of participants as of 4/1/02 is attached.*
  - present and explore the roots in the Jesuit tradition of the Arrupe Center mission and programs
  - showcase model SCU community-based learning projects set up by Professors Varona, Bauluz, Nichols, and McLean
  - provide practical advice on how to incorporate community-based learning into the curriculum
  - provide opportunities for faculty members to visit and participate in at least 4 AC community placements
  - link professors expert in community-based learning with those new to the approach, within academic disciplines

**Goal #2:** To expand The Arrupe Center mission to the global community by developing, in conjunction with The Bannan Institute, a program formalizing and expanding the tradition of immersion experiences for Santa Clara University faculty, staff, and students.

### **Objectives to be met by June 2002, updated 4/1/2002:**

- 1.) The Arrupe Center staff will continue to provide support for members of SCU faculty and staff immersion delegations. *Members of the spring 2001 delegation are actively engaged in campus- or community-based projects arising from their immersion experience. Individual delegation members are engaged in work with The Innocence Project, The East San Jose Law Center, Sacred Heart Community Service, and in fundraising and research in El Salvador.*
- 2.) A delegation scheduled to visit El Salvador in September 2002 will have been chosen by February 2002, with special attention to representing as many academic disciplines as possible in accordance with the recommendations of the 2001 Justice Conference Committee on Immersions. *The delegation list as of 4/1/02 is attached.*
- 3.) The Arrupe Center will expand its work with members of current and former delegations to become actively involved in promoting community-based learning in their individual academic departments, including both research and practice. *Professors Brancatelli and Sweet are actively engaged in research that grew out of their experience in El Salvador. Professors Mertens, Cook, Baker, and Sweet are currently engaged in developing community-based learning projects.*
- 4.) Through its leadership on the Immersion Council, the Arrupe Center is providing resources for the Center for Student Leadership during the 2001-2002 academic year in order to support current student immersion projects. Such resources include opportunities for academic inquiry and personal reflection for students as well as the Praxis Theology course. *The Council has met monthly throughout fall 2001 and winter 2002 quarters to advise the students, and will continue to do so during spring 2002. Pre-trip lectures and preparatory informational sessions have been held, as well as risk-management training. To date, 4 students have signed up for Praxis Theology.*
- 5.) The Arrupe Center plans to present a proposal by the end of winter quarter 2002 for an ongoing student immersion program that will be supported and administered by the university. *As of 4/1/02, the Arrupe Center is engaged in hiring a full-time staff member to be Faith and Justice Education Project Manager. The job will involve supervising and providing resources to the student immersion program, as well as serving as AC liaison to various campus co-curricular programs such as SCCAP, CML, and Campus Ministry. Job description is attached.*

### **Measures of Continued Success:**

In addition to actualizing the objectives listed above, the following will be used to measure our progress towards our goals:

- 1.) Sustain high numbers of students in Arrupe Center placements

- 2.) Increase in number of faculty who use Arrupe Center program and resources
- 3.) Increase in number of academic departments that incorporate community-based learning into their department curriculum
- 4.) Increase in number of academic departments represented in faculty immersion program
- 5.) Improvement in our facilitation of placements suited to the learning goals of individual professors and of academic departments, based on feedback from all partners
- 6.) Improvement in Arrupe development and support of our community partners so that they continue to improve their on-site mentoring of AC students, particularly through the establishment of specially tailored community-based learning projects
- 7.) Implementation of a student immersion program under the Arrupe Center
- 8.) Development of AC staff to meet increased demands arising from new programs

### **Learning Outcomes:**

**Academic Knowledge:** Student learning in academic coursework will be enhanced by direct contact with poor and marginalized people, as theory-based knowledge gained in the classroom is integrated with community-based experience.

**Student Development:** Students will become more aware of the challenges facing people from diverse economic and cultural contexts. Personal interactions in the community-based learning context will result in psychosocial, moral, and spiritual development.

**Research:** Drawing from a variety of research methods, students will develop skills necessary for conducting research in diverse cultural settings. This experience will build a solid foundation for post-graduate research.

**Social Analysis and Critique:** As a result of direct experience and research, students will be educated in the needs of the poor and marginalized, and the unjust social contexts that give rise to their predicament. Students will be well versed in, and committed to, the personal and political responses that are called for in the preferential option for the poor.

**Personal Commitment:** Intellectual inquiry and reflection on community experience will foster in students a sense of compassion for those who struggle as well as a commitment to active, lifelong involvement in efforts to alleviate injustice and suffering.