

2003

Arrupe Center Mission Statement 2003

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

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November 5, 2002 (updated April 5, 2003)

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 University Strategic Plan in the following ways:

- Providing a program of community-based learning opportunities that support faculty and student efforts to achieve **academic excellence (SP 4)**
- Facilitating a collaborative campus-community relationship that provides the basis for **integrated learning** experiences for students and faculty, including opportunities for research, teaching, and practice **(SP 1, 4, 5, 6)**
- Supporting the university **commitment to students** by providing high-quality support and resources to both individual students and student groups
- Facilitating community placements for both students and faculty where, in the course of their learning experience, they provide valuable **service to others. (SP 1, 4, 5, 7)**
- 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. (SP 4, 12)**
- Witnessing in all the above ways our commitment to the **Jesuit values** of the service of faith and the promotion of justice. **(SP 1, 12)**

Arrupe Center Goals:

Goal #1: To increase quantity and quality of faculty, student, and community involvement in the Arrupe Center, so that participants practice and learn about vigilance towards social justice, compassion for those who suffer, and active involvement in efforts to alleviate injustice and suffering. **(SP 1, 4, 5, 12)**

Objectives to be met

- 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. 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.
 - provide financial and practical resources for the community outreach efforts of Sobrato Hall residents.
 - provide regularly scheduled reflection sessions for Sobrato residents regarding their community work.
 - 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.
- 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
 - provide regular ongoing consultation and referral services for faculty and students.
 - organize and fund yearly community-based learning workshops for Arrupe Center community mentors,
 - organize and fund yearly community gatherings where the contributions of community mentors are recognized and celebrated.
 - 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.
 - In collaboration with the SCU Athletic Dept, foster partnerships b/w Athletics and community partners
 - Provide consultation and support to the CSL in helping with their leadership development programs that focus on faith and justice issues
 - 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.
- 4.) The Arrupe Center awards the yearly Jean Donovan Summer Fellowship to support student community-based learning projects involving social justice. 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.
 - provide consultation and referral for students as they explore and develop their project proposals and share their experience with the broader SCU community.

- organize, staff, and fund gatherings at the beginning and end of the summer which enable students to prepare for, and reflect back on, their projects.
- 5.) In order to establish adequate and useful ongoing oversight of student community-based learning placements, the Arrupe Center is conducting three assessment 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.
 - Through research conducted with Drs. Plante, Giancarlo, and Lustig, several projects are being launched to assess the outcomes of community based learning placement activities.
 - 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.

Evidence of Success:

In academic year 2001-2002, we had reflection sessions for students at 18 placements. In Fall 2002, we added several placements for a total of 34. In Winter 2003, we required reflection sessions for students at all placements bringing our total to 43.

As far as academic disciplines, we added Theater and Dance (Kristin Kusunovich), Political Science (Eric Hanson), and Counseling Psychology and Education (Sara Garcia) this year. We had 14 disciplines represented last year and 17 this year (this includes the Center for Student Leadership).

The number of students participating in reflection sessions have increased from 448 in 2001-02 to 1247 in 2002-03. This is a dramatic increase tripling our numbers in just one year.

We have increased our pool of Arrupe cars from 14 to 16 during the past academic year.

We have increased our number of community partners placements from 104 in 2001-02 to 111 in 2002-03.

We have increased our student participation in Early Placement Reports from 319 (based on Fall and Winter terms in 2001-02) to 639 (for same time periods in 2002-03).

We held an Arrupe faculty workshop last Summer for 12 faculty. Seven of those faculty have developed community based learning for seven new courses and two faculty deepened their use of community based learning. Also, four faculty have participated in community based learning themselves with their students this year. Last year only one faculty did this.

Goal #2: To expand The Arrupe Center mission to the global community by developing, in conjunction with The Bannan Center, a program formalizing and expanding the tradition of immersion experiences for Santa Clara University faculty, staff, and students. (SP 1, 4, 5, 12)

Objectives to be met

- 1.) The Arrupe Center staff will continue to provide support for members of SCU faculty and staff immersion delegations.
- 2.) 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.
- 3.) Through its leadership on the Immersion Council, the Arrupe Center is providing resources for the Center for Student Leadership during the 2002-2003 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.
- 4.) The Arrupe Center plans to further develop an ongoing student immersion program that will be supported and administered by the university.

Evidence of Success:

This year we are facilitating six immersion experiences. These experiences are based in East Palo Alto; the Central Valley; Santa Fe, New Mexico; Immokalee, Florida; El Salvador; and Tijuana. There are 102 students involved in these six experiences.

Last year, under the sponsorship of the Center for Student Leadership, there were four immersion experiences (East Palo Alto, Tijuana, Arizona, and El Salvador) in which 73 students participated.

As a part of the preparation process for these experiences, each of the groups have called upon various faculty members to address the individual groups. These faculty members include Luis Calero, Mick McCarthy, Doug Sweet, Mark Ravizza, and Francisco Jimenez.

Similarly, we plan on having faculty members Joe Sands and Francisco Jimenez address the group upon their return to campus. Each group will be expected to meet 2-3 times in the spring quarter in order to reflect upon their experience and work to integrate it into their Santa Clara experience.

We are in the second year of faculty/staff immersion trips with one-year follow-up, which includes reflection and support for project development. The same amount of participants went this year (12) and Luis and Mary have met with them as a group for reflection and follow-up. We are in the midst of planning for next year's trip which is targeting senior administration and deans.

Future student immersion experiences are planned for September (before school starts), November (Thanksgiving recess), and December (winter recess), including experiences shaped specifically for Modern Perspectives and Xavier RLCs.

Goal # 3 To increase and enhance mutually beneficial scholarship between the Arrupe Center , university faculty and students, and community partners

Encourage and support faculty community partner collaboration on research projects.

Evidence of Success:

We have several research projects underway conducted by Profs Giancarlo, Lustig, and Plante

Goal # 4: To increase and enhance Arrupe Center visibility within the university, community, nationally, and internationally

Encourage publication and dissemination of Arrupe Center programs, projects, and scholarship

Evidence of Success:

- *We were recently quoted in the SF Chronicle re: alternative spring breaks.*
- *The first SCU community newsletter highlighted the Arrupe Center.*
- *Fr. Locatelli highlighted the Arrupe Center at the recent Golden Circle event.*
- *We were represented and presented at several national conferences in recent months. These include the first AJCU meeting of Service-Learning Directors in November in New Orleans and the third AJCU meeting regarding Core Curriculum.*

Goal #5: To update and improve the Arrupe Center data base software

Consult with appropriate personnel and obtain appropriate updated software to better keep records of Arrupe activities and use.

Evidence of Success:

This has been accomplished by our office staff to our satisfaction this year.

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
- 9.) Increase number of collaborative community based research projects
- 10.) Maintain high levels of student, faculty, and partner satisfaction with programming

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.

NOTE: SP = reflect strategic priorities for 2002-03