

5-2004

Arrupe Center Mission Statement 2004

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

Follow this and additional works at: https://scholarcommons.scu.edu/arrupe_statements

Recommended Citation

The Pedro Arrupe, S.J. Center for Community-Based Learning, "Arrupe Center Mission Statement 2004" (2004). *Arrupe Mission Statements*. 5.
https://scholarcommons.scu.edu/arrupe_statements/5

This Other is brought to you for free and open access by the Historical Documents at Scholar Commons. It has been accepted for inclusion in Arrupe Mission Statements by an authorized administrator of Scholar Commons. For more information, please contact rsfroggin@scu.edu.

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

Update: May 2004

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**
- 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
- 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**.
- Collaborating not only with our community partners but also with other campus programs such as Loyola Residential Learning Community, 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 for the academic year 2003-2004:

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.

Objectives to be met: *All objectives were met or expanded except those noted.*

A.) In consultation with academic departments, residential learning communities, and the Bannan Center, the Arrupe Center continues to develop specially tailored learning opportunities for students at partner agencies to meet specific educational objectives. Such initiatives for the 2003-2004 academic year include:

- continuing support of Finance 698: Finance Internship; Psychology 118: Advanced Topics in Clinical/Abnormal Psychology; and Communications 112: Senior Thesis

- development and support of English 197: Practicum in Tutoring Composition; Communications 161B: Communication Media and Technology in Education; Biology 122: Neurobiology; Sociology 119: Sociological Theory; and EPICS: Engineering Projects in Community Service.

Additional developed and supported special projects include English 185: Grants, Proposals, and Reports; MGMT 172: Special Topics in Management; and Chinese 22 and 23: Intermediate Chinese. AC also provided consultation and documentation in development of NSF grant proposal for community-based learning in engineering and SCU-UCA engineering project.

- providing urban plunge and support for Communitas RLC course entitled "Education and Responsibility in a Diverse World"

Specifically, AC provided a San Jose urban plunge and ongoing support for Communitas RLC course entitled "Education and Responsibility in a Diverse World." Seven students participated in yearlong community-based learning placements through The Arrupe Center as part of this course. AC also provided a San Jose urban plunge for ALPHA RLC, designed in collaboration with the ALPHA Faculty Director and Resident Director. Ten students participated in the local immersion experience.

- establishing student participation in Teatro Corazon's Good Friday Passion Play
Due to the departure of Arturo Gomez from Teatro Corazon, AC was unable to fulfill this objective.

- developing and supporting through the Powel Arts Grant various projects wherein SCU students bring the fine arts into the surrounding community

AC supported the development and implementation of community arts projects in dance (with Prof. Kusanovich), mural painting (with Prof. Detwiler), drama (with Teatro Corazon), and ethnic arts (with Prof. Varona).

B.) In various cooperative efforts with on-campus entities such as the Bannan Center, DISCOVER, and the Loyola Residential Learning Community, The Arrupe Center continues to

- share with Loyola RLC the services of the Arrupe Center Program Director for Faculty and Student Development
This position was decreased from 50% to 25% FTE in the winter in order to make up for the loss of AC/BC staff member Mary Novak.
- provide practical resources for the community outreach efforts of Loyola RLC
In particular, AC ran a San Francisco Urban Plunge in which 10 students participated.
- organize and support reflection program for Loyola residents regarding their community work
- share with Bannan Center the services of a joint Program Director for Faculty Development
As of February 2004, this position was vacant due to Mary Novak's leave of absence.
- share with Bannan Center the coordination of the faculty immersion program
- participate in DISCOVER project through student immersions, ministry internships, and support for RLC's and for vocation seminars for faculty and for staff

C.) In its role as a campus-community nexus, The Arrupe Center continues to

- provide regular ongoing consultation and referral services for faculty, students, and community members
- organize and fund quarterly community-based learning workshops for Arrupe Center community partners.

Workshops in presentation skills and dealing with change and transition were held for community partners.

- organize and fund yearly community gatherings where the contributions of community partners are recognized and celebrated
- collaborate with campus and community groups to co-sponsor events for community partners to use SCU facilities, and for SCU students, faculty, and staff to participate in such events (e.g. the May 2004 conference entitled "Sin Against the Innocents: What Have We Learned from the Sex Abuse Crisis in the Catholic Church?")
- maintain representation on various campus and community boards: Bannan Center; Center for Multicultural Learning; University International Programs Committee; Arts and Sciences Dean's Search Committee; Program for the Study of Women and Gender; Non-Violent Peaceforce; Global Fund for Women; Sacred Heart Parish, Catholic Community at Stanford

In addition, AC was represented on the SCU Latino Admissions Advisory Board.

D.) 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.
The review process was revised this year; 10 students were chosen for summer 2004 Fellowships.
- 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 that enable students to prepare for, and reflect back on, their projects.
Retreat and preparation meetings were held in collaboration with Ministry Internship Program.

E.) The Arrupe Center, as part of the DISCOVER project, administers the Ministry Internships Program:

- developing and funding summer internships for undergraduate students in a variety of ministries, national and international, church-or agency-based
- mentoring students in the discernment and performance of the internship, as well as its impact on their calling after graduation
A fall retreat assisted students in their continuing vocational reflection based on their summer experience.
- increasing student participation for the 2004 summer to 10 students
Ten students have been selected and placed for summer 2004.
- carrying out required evaluation processes for the Lilly Endowment, Inc., which funds the DISCOVER project

F.) The Arrupe Center is in the pilot phase of establishing upper-division student internships at partner agencies, which involves:

- collaborating with partner agencies to design, implement and assess an internship whereby an SCU student works 6-10 hours/week mentoring other SCU students at the site as well as carrying out a special independent project
Interns were successfully placed at Julian Street Inn and Grail Community Resource Center.
- piloting for the 2003-2004 year, with Catholic Charities, a joint internship in public advocacy
This was a successful internship that will continue to be offered to SCU students depending on Catholic Charities funding.

- research and establishment of partnerships in a variety of possible internship sites: for example, in microenterprise with CAMEO (California Association for Microenterprise Opportunity)
A successful internship was established at Silicon Valley Economic Development; this opportunity will be available to SCU students anytime in the future, pending AC funding.
- job posting and joint interviewing of internship candidates
- funding of Arrupe Center internships
Arrupe Center provided yearly stipends of \$2,000 for each intern. It is hoped that five internships will be funded for the 2004-2005 academic year: at Julian Street Inn, Casa de Clara, Downtown College Prep, Grail, and SVED.
- assessment and refinement of AC internships so that they will serve as the senior capstone experience for the Community Studies minor to be revived in the fall of 2005
Due to staffing cuts, the development of the Community Studies minor has not been pursued. However, the AC internships are being continually refined and might well serve as senior capstone experiences for Community Studies as well as Peace Studies.

G.) In order to establish adequate and useful ongoing oversight of student community-based learning placements, the Arrupe Center conducts two assessment procedures:

- 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
- reflection sessions for all students doing placements in the core program, facilitated by Arrupe Center staff and trained students, during the eighth week of each quarter.

Goal #2: To increase and enhance community-based learning pedagogy and scholarship on the part of SCU faculty members, in ways that are mutually beneficial for faculty, student, and community partners.

Objectives to be met: *All objectives were met or expanded except where noted.*

The Arrupe Center will:

A.) pilot during the 2003-2004 academic year the position of Arrupe Faculty Associate, held by Barbara Kelley

Professor Kelley ran two successful faculty workshops and produced a 120-page faculty manual on CBL. She is in the process of putting together the fall issue of explore magazine, which is to be dedicated to the work of the Arrupe Center.

B.) continue to provide quarterly workshops for faculty members, led by experienced professors, on various aspects of community-based learning pedagogy

AC sponsored quarterly faculty workshops on CBL from a faculty perspective, special projects in CBL, and the launch of the new AC faculty manual

C.) conduct in June 2004 the bi-yearly, weeklong faculty workshop on community-based learning, which includes broad exposure to the work of AC community partners as well as exploration of Jesuit mission and community-based learning pedagogy

Due to funding constraints, AC was not able to conduct this workshop.

D.) design and implement with College of Arts and Sciences a research prize to be awarded competitively each year to a faculty member who will use the resources of the Center for a research project resulting in a scholarly product

Proposals for this prize are currently being submitted; the award will be given in June 2004.

E.) compile, publish, and disseminate a handbook on community-based learning for Santa Clara University faculty members

Please see handbook included with this report.

F.) assess and refine the Arrupe Faculty Associate position currently being piloted, in consultation with the current Associate, Barbara Kelley

Due to funding constraints, AC will not be able to continue this position, although it has been a thorough success.

G.) encourage and support faculty-community partner collaboration on research projects

Plans to hold community and faculty roundtables to discuss such collaboration were postponed due to staffing cuts.

Goal #3: To expand The Arrupe Center mission to the global community by developing, in conjunction with The Bannan Center and DISCOVER, immersion experiences for Santa Clara University faculty, staff, and students.

Objectives to be met with respect to faculty/staff immersions: *All objectives were met or expanded except where noted.*

A.) The Arrupe Center staff will recruit participants, make travel plans, design and implement the faculty/staff immersion trip to El Salvador in September 2004

Laurie Laird and Luis Calero will coordinate the immersion with 10 faculty members.

B.) 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. In addition, AC

will encourage involvement in the broader community that reflects and expands upon the immersion experience.

Objectives to be met with respect to student immersions: *All objectives were met or expanded except where noted.*

A.) The Arrupe Center will offer, with the support of DISCOVER, services and funds to support student immersion projects throughout the school year, ranging from alternative spring break trips to summer projects to weekend urban plunges.

AC provided immersion experiences to 181 students during the 2003-2004 academic year; coordinated and supported 7 various spring break immersions; the September immersion in El Salvador, the Modern Perspectives Thanksgiving recess immersion in Tijuana; the Xavier Thanksgiving immersion in Tijuana; four urban plunges focused on RLCs; and the Law School's January immersion in El Salvador, which it also helped fund.

B.) The Arrupe Center will offer consultation and support to other campus entities such as residential learning communities in carrying out immersion experiences.

AC supported five RLC's (Modern Perspectives, ALPHA, Communitas, Xavier, and Loyola) in developing their immersion efforts.

C.) The Arrupe Center will collaborate with faculty, staff and student leaders to provide necessary preparation before departure as well as reflection and project support upon return to campus.

AC provided a six-week preparation process for the spring break immersion participants. This preparation process included both large group gatherings for speakers as well as ample opportunity for individual group development and reflection. AC also provided a three-week follow-up reflection process centered on the campus visit of Margie Swedish (Director of the Religious Task Force on Central America and Mexico) for spring break immersion participants.

D.) Arrupe Center will increase the number of student immersion participants to at least 150 for the 2003-2004 academic year.

181 students took part in immersion experiences this year.

E.) The Arrupe Center will carry out required evaluation processes for the Lilly Endowment, Inc., which funds the DISCOVER project.

Goal # 4: To increase and enhance visibility of Arrupe Center programs, projects, and scholarship within the university, community, nationally, and internationally, through both presentations and publications.

Objectives to be met: *All objectives were met or expanded except where noted.*

A.) SCU and AC administrators will present our model of community-based learning at the annual AACU national conference entitled "Practicing Education: Deepening Knowledge, Pursuing Justice, Taking Action."

B.) With Arrupe Faculty Associate Barbara Kelley as guest editor, the AC will compile the fall 2004 issue of explore, highlighting the work of the Center and exploring community-based learning.

This effort is proceeding according to schedule.

Goal #5: To update and improve the Arrupe Center database

Objectives to be met: *All objectives were met or expanded except where noted.*

A.) The complete transfer of AC website information to the new SCU website will be accomplished.

Transfer was complete as of January 2004.

B.) Arrupe Center staff will consult with appropriate personnel and obtain appropriate updated software to keep better records of Arrupe activities and use.

MicroSoft XP was purchased in preparation for upgraded computers scheduled for 2004-2005 academic year. Adobe Acrobat 6.0 professional was purchased to put PDF files on website for easy printing. All IT updates are complete.

C.) AC staff will continue to refine database to better support sign-ups, reflections, and other program activities.

Staff continues to work as best they can with existing database.

D.) The complete conversion of database from Access 97 to Access XP will be carried out.

This conversion is still in progress. Requests have been made to use gift fund to use to support office manager's salary over the summer to ensure it's in place by September.

E.) The entire AC database will be archived.

Current archive database is updated quarterly.

New XP archive database will not be built until new XP database is fully functional and contains data to be archived.

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

I.) Maintenance of high numbers of students in Arrupe Center placements

Fall: 376; Winter: 440; Spring: 466

- 2.) Increase in number of faculty who use Arrupe Center program and resources
Nine new faculty partners joined in the core program; 6-8 engineering professors consulted on grant proposals for community-based learning; AC is providing consultation for the development of the Peace Studies Program.
- 3.) Increase in number of academic departments that incorporate community-based learning into their department curriculum
Promising start made to collaboration with School of Engineering, and with the developing Peace Studies program. In addition, AC established internship in microfinance that will benefit the Finance Department and the Business School.
- 4.) Increase in number of academic departments represented in faculty immersion program.
For the first time, a member of the Art and Art History Department will participate.
- 5.) Improvement in faculty development program with respect to community-based learning, based on feedback from participating faculty members
Please see attached handbook for faculty.
- 6.) Improvement in facilitation of placements suited to the learning goals of individual professors and of academic departments, based on feedback from all partners
Due to shortage of staff, the research necessary to measure this improvement has not been carried out.
- 7.) 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
Due to shortage of staff, the research necessary to measure this improvement has not been carried out.
- 8.) Growth and refinement of the student immersion and ministry internship programs
Please see supporting evidence in body of this report.
- 9.) Development of AC staff to meet increased demands arising from new programs
Due to Mary Novak's leave, AC has sustained a staffing cut of .5, only partially offset by Laurie Laird's increase of .25 FTE. AC also lost .25 FTE in administrative help due to the elimination of one administrative assistant's .5 FTE position, only partially offset by Susan Chun's increase of .25 FTE. In addition, there have been no funds available for staff development so that we have suspended our attendance at Campus Compact or NSEE events. Increasing administrative assistance is the first priority for next year as professional staff time is spent on clerical tasks that ought to be utilized for program development.

10.) Increased number of collaborative community-based research projects

It is hoped that the roundtable initiative we postponed until 2004-2005 academic year will result in such an increase.

11.) Maintenance of high levels of student, faculty, and partner satisfaction with programming

Due to shortage of staff, the research necessary to measure this improvement has not been carried out.

12.) Higher profile of AC and its mission on campus, based on feedback from both students and faculty members.

Due to shortage of staff, the research necessary to measure this improvement has not been carried out.

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.