

**Proposed Arrupe Scholar Program for Social Action
September, 2006**

“We must...make sure that...the education imparted in Jesuit schools will be equal to the demands of justice in the world.”

“(We must cultivate) a firm resolve to be agents of change in society; not merely resisting unjust structures and arrangements, but actively undertaking to reform them.”

Pedro Arrupe, S.J., in “Men and Women for Others,” 1973.

Rationale

The Jesuit mission of higher education institutions in general and John Carroll University in particular is understood to have two constituent and interrelated parts: a commitment to open intellectual inquiry that demands critical thinking and a commitment to social justice that facilitates social action. This commitment to praxis, theory informing practice, is predicated on the assumption that the various ways of knowing, being and doing are integrated and synthesized. In the context of John Carroll (and most institutions), however, classroom learning has emphasized the academic rigor element of the mission while co-curricular learning has helped realize the social action portion of the mission. This specialization of function makes sense in organizational terms but it asks that students integrate theory and practice on their own.

We are proposing an architecture that would encourage students to reflect intentionally on these elements of the mission and synthesize their learning and experiences. Many of our students embody Jesuit ideals; many more have the potential to do so. However, even those who best exemplify a commitment to social justice informed by critical reflection are not able to articulate the mission as clearly as we might like. Thus, we seek to build on and integrate existing initiatives by providing paths through the curriculum and co-curriculum that will allow students to understand and live the mission while they are students and well beyond. Recognizing and naming student engagement informed by the Jesuit tradition is powerful because it gives institutional value to this aspect of the student experience. This will be meaningful not only to those students already living the mission but has the potential to illuminate and make real the mission for many other students thus fulfilling our charge to educate “women and men with the knowledge and character to lead and to serve.”

We see this as an organizational structure or umbrella making clear the various ways in which John Carroll students can engage the mission of the university. This is a logical outgrowth of various initiatives and builds on their existence. Our proposal has the potential to strengthen these existing efforts by providing the structure through they can be connected creating the time and space for meaningful reflection about curricular and co-curricular learning.

Goals

- Create effective advocates for social change
- Promote Social Justice among members of the campus community
- Link Curricular and Co-Curricular Elements of Undergraduate Education
- Foster appreciation of difference
- Develop intellectual competence related to social justice

Values

- Diversity
- Community Engagement
- Collaborative Leadership
- Commitment to Social Action
- Agency for students

Requirements

1. Three Arrupe Scholar Designated Courses

The purpose of the curricular element is to demand that students are well-versed in issues of social justice through traditional academic preparation. Exposure and discussion in the classroom is essential to a complete understanding of why social injustice exists. Rigorous inquiry and a knowledge base are necessary before social action can take place.

The curricular element of this program can be fulfilled in the following ways:

- Taking courses supported as service learning courses by Center for Community Service
- Enrolling in community based internships through academic departments and Center for Career Services that have a social justice dimension
- Participating in field-based research and faculty directed student research that engages students in issues of social justice or engages organizations that serve marginalized groups.
- Taking Includes courses with substantial experiential component that also includes social justice/action dimension
- Enrolling in courses that engage issues of social justice/advocacy in substantive way.

Course approval would be conferred by directors in consultation with the advisory board.

Students would be expected to participate in at least two different kinds of curricular experiences listed above.

2. Three Semesters of Community Engagement (Externally Focused)

The purpose of the community engagement dimension is to give students the opportunity to be actively involved in their communities. The community engagement dimension should inform and reinforce the curricular dimension (and vice-versa). The expectation

would be approximately 45-50 hours of service or activity during a semester. Students would be responsible for reporting their hours to the Arrupe Scholar staff.

Examples of community engagement include:

- Participation in international and domestic immersion trips offered by Center for Community Service and Campus Ministry
- Social and Political Advocacy, membership in community-based groups
- Volunteerism for organizations and causes that encourage social change and social justice.

One activity can fulfill no more than two semesters.

3. Three Semesters of Campus Involvement/Leadership (Internally Focused)

Because this program emphasizes an ability to articulate and “live” the mission while at John Carroll, we think it essential that students be recognized for the leadership they provide and social action in which they engage while students. This recognition may also infuse a commitment to social action and social justice into existing campus organizations. For these reasons, we would require three semesters of campus involvement and leadership in addition to the curricular dimension and community engagement dimension detailed above. Campus leadership and involvement could be demonstrated in the following ways:

- Active participation in recognized student organizations
- Demonstrable campus leadership including student led initiatives
- Leadership in extracurricular activities including those recognized by the Divisions of Academic and Student Affairs

Activities are subject to the approval of the Directors in consultation with the Advisory Board.

One activity can fulfill no more than two semesters.

4. Integrating Activities

- 1st year – Orientation course (1 credit hour) Faculty Director would be instructor of record; would introduce students to social action, civic engagement, Pedro Arrupe, etc. as well as familiarize them with courses, experiences and activities
- 2nd year – AR 1xx (1 credit hour practicum to prepare students to participate in Student Speakers Bureau – one speaking engagement/reflection would be required in sophomore year; Faculty Director would be instructor of record)
- 3rd year – Celebration of Scholarship presentation
- 4th year - Capstone course (1 credit hour) Faculty Director would be instructor of record but instruction would be provided by a team much like AR 199 (Cultivating Community) is currently taught
- Assign mentor to students with expectation there will be regular contact and interaction throughout the collegiate experience

Administration of Program

- Co-Directors would be appointed by appropriate Vice Presidents
 - One would hold faculty rank
 - One would be student affairs professional
- Advisory Board to be appointed by AVP and VPSA
 - Civic Engagement FALC to serve as advisory board during planning year of 2006-2007
 - Would have responsibility of providing advice and guidance in midst of pilot year on how best to institutionalize project
 - New advisory Board appointed for fall of 2007
 - Representation from Academic and Student Affairs
 - Approximately half would be from Civic Engagement FALC for continuity

Submitted by:

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