



2014  
2015

**CENTER FOR SERVICE  
AND SOCIAL ACTION**

# **ANNUAL REPORT**



# EXECUTIVE SUMMARY

The Center for Service and Social Action (CSSA) connects the campus with the community through rich partnerships and eye-opening, high impact learning experiences. Across the University, faculty and staff recognize the positive impact service-learning has on the student experience as well as on our local communities. This impact is impressive. In 2014-15, over 1,012 students enrolled in 59 service-learning courses in collaboration with 75 community partners in the Greater Cleveland area. JCU students provided 116,148 hours of their expertise and time. More than 41 faculty and instructors taught courses with a service-learning component. Overall, 2,078 students (unduplicated), or 68%, of JCU students engaged in community service in the past year doing voluntary service, weekly service, one-time projects, or other special service events.

The Center for Service and Social Action (CSSA) accomplished a number of important strategic objectives and made progress on all of the priority initiatives set forth in our 2014-15 strategic plan. These efforts have helped the campus sustain its position as an innovator and national leader in Community Service-Learning and Civic Engagement. Service-learning has become a highly respected, high-impact, well-researched and outcomes-based teaching and learning method.

During 2014-15, CSSA:

- Worked with interested faculty in developing dynamic service-learning opportunities for their courses. Conducted five faculty workshops on Service-Learning in the New Core.
- Explored ways to deepen student capacity for reflection and social analysis by convening four student focus groups and one staff focus group. New methods will be piloted in the coming year as a result of the focus group input.
- Established a new Student Leadership Team to give students an active and influential voice in helping improve the service-learning program and provide an opportunity for greater input, engagement, and leadership development.
- Hosted the Association of Jesuit Colleges and Universities 2015 Service-Learning Directors Conference June 7-9, 2015, exploring best practices, current research, and emerging trends. Learnings and best practices are being incorporated into our program.

- Initiated a new Student Liaison Tour of Cleveland to help deepen our student liaisons' capacity for reflection, social analysis, and appreciation of diversity, exposing them to the history, politics, economics, and cultural dynamics of the city and the neighborhoods where they serve. The daylong tour provided them with exposure to expert historians, community agencies, residents, politicians, and economists who helped open eyes, challenge assumptions, and provide greater appreciation for the rich diversity in Cleveland.

More than \$67,000 in grant funding was secured to support two key programs, the "We the People" Service-Learning Program and the Carroll Reads K-6 early literacy program. For both, grant funds have been earmarked for program development, tutor training, new resources, and assessment tool development. These funding opportunities continue to deepen and strengthen the student experience in key programs in CSSA as well as build upon the impact these programs have across a broad range of campus/community partnerships.

For the seventh consecutive year, the University was named to the President's Higher Education Community Service Honor Roll and was ranked among the top 20 schools nationally on the U.S. News and World Report List of Colleges Most Committed to Community Service.

Respectfully submitted,  
**SR. KATHERINE FEELY, SND**



LIVING  
THE  
MISSION

# MISSION STATEMENT

Centered in the rich tradition of Catholic Social Teaching in dialogue with the contemporary Jesuit commitment to a faith that does justice, the Center for Service and Social Action seeks to educate for justice by offering opportunities for learning through service and advocacy. The Center connects the campus with the community through sustained partnerships that enable us to realize the Jesuit goal of developing well educated men and women who understand what it means to stand in solidarity with those living in poverty and on the margins; to engage in ongoing reflection; and to build a more just and humane society.

## John Carroll's mission through CSSA: Service-Learning...

### LEARN

- Promotes real-world exposure
- Applies and reinforces classroom learning
- Promotes critical inquiry
- Integrates Ignatian pedagogy

### SERVE

- Builds relationships that mutually transform
- Engages the “magis” in service to others
- Cultivates reflection, integration and growth
- Puts “faith that does justice” in action

### LEAD

- Seeks to develop the whole person
- Encourages responsibility and civic engagement
- Formation of men and women with and for others
- Promotes leadership development discernment

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“The distinctiveness of Jesuit education lies in its holistic approach to learning. By attending to the education of the entire person, this intellectual tradition prioritizes academic excellence, while simultaneously helping individuals find meaning and purpose in their lives. Committed to this vision, John Carroll University offers rigorous academic programs that emphasize engaged learning, spiritual formation, and personal growth, providing students the opportunity to develop as total human persons (*cura personalis*). These programs, both curricular and co-curricular, produce graduates broadly trained in the liberal arts who are aware of the complex challenges of the modern world and are committed to working towards a more just and humane future.”

Source: JCU Leadership-Profile January 2015, p.5-6



## HIGHLIGHTS

2,078

STUDENTS

116,148

HOURS OF SERVICE

41

FACULTY  
MEMBERS

59

SERVICE-LEARNING  
COURSES

over \$2,504,150

ESTIMATED ECONOMIC  
IMPACT TO COMMUNITY

### SUCCESS OF OUR STUDENTS AND FACULTY

- 2,078 students (unduplicated), or 68%, engaged in community service in the past year and contributed 116,148 hours of service to the community. The number of hours represents a 2.5% increase compared to 2013-14.
- 1,012 students took an academic service-learning course in the past year.
- 41 faculty members taught a total of 59 service-learning courses during the past academic year offered in 14 different disciplines. (See Addendum A)
- 98 student workers were employed by CSSA and eligible for the Federal Work-Study Program to support their tuition needs and encourage their retention.
- 21 graduating seniors in the Class of 2015 went on to do a year of service regionally, nationally, or internationally.
- The estimated economic impact of this service to the community is over \$2,504,150. (Calculation based on 116,148 hours of service x national volunteer rate of \$21.56/hour.)

1,012

STUDENTS TOOK A SERVICE-LEARNING COURSE

98

STUDENT WORKERS WORK FOR THE CSSA

21

GRADUATING SENIORS IN THE CLASS OF 2015 WENT ON TO DO A YEAR OF SERVICE

## ACADEMIC SERVICE-LEARNING STUDENT ASSESSMENT DATA

(FALL AND SPRING DATA COMBINED)

CSSA administers a Student Assessment Tool at the end of each semester to all students involved in a service-learning course. The results are tabulated and the data is used to gain information, identify weak points, and strengthen the program and service placements. The percentages below indicate the combined tabulation of students who took the survey in Fall 2014 and Spring 2015. The categories of responses “agreed or strongly agreed” were tabulated in each of the statements below. Of the 983 students surveyed, 270 students responded (27.3% response rate).

983

STUDENTS  
SURVEYED

270

STUDENTS  
RESPONDED

27.3%

RESPONSE RATE



97%

of students reported that, "Service-learning **positively impacted my ability to see the world from someone else's perspective.**"

60%

of students reported that, "**I have been able to explore my vocation.**"

86%

of students responding reported that, "I have a **clear understanding** of how this service-learning experience fits into the educational goals of the course."

80%

of students responding reported that, "This service-learning experience **allowed me to more meaningfully apply the concepts** from the course."

85%

of students responding reported that, "The inclusion of a service component **positively impacted my learning in the course.**"

94%

of students responding reported that, "**I have a responsibility** to help efforts directed at social justice changes in society."

93%

responded that as a result of their experience, "I am confident that **I can help in promoting equal opportunities for all people.**"

## STUDENT FORMATION AND LEADERSHIP DEVELOPMENT

- With the support of a **Mandel Grant**, CSSA's student liaisons were taken on a **tour of Cleveland** in January 2015 to help deepen their capacity for reflection and social analysis by learning more about the city. Our student leaders frequently know very little about Cleveland, the fascinating history of the neighborhoods in which they serve, and even less about the rich cultural and ethnic heritage of the people they encounter. In order to better equip and train our student leaders, who in turn educate and inform our wider student body involved in service, we designed a daylong immersion experience. The goals of this initiative were to broaden their understanding of Cleveland historically, politically, economically, culturally, and socially, gaining a better appreciation for the rich diversity of Clevelanders and to heighten their awareness of cultural sensitivity and inclusiveness.
- **Two new student intern positions** were created to provide students with additional leadership and professional development opportunities. These internships were designed to provide more in-depth experience in project planning, program management, communications, marketing, and social media work.
- In 2015 CSSA drew together a new student **Leadership Team** – comprised of **four juniors and four seniors**. As members of the Leadership Team, they consult, advise, and help develop the service-learning program more fully with active student involvement in the process. This team of eight leaders helped address and identify key topics for monthly trainings, developed a peer-to-peer mentoring program, and provided key input surrounding their experience of the reflection process in order to design more engaged approaches.

2

**NEW STUDENT INTERN POSITIONS ADDED**

1

**NEW STUDENT LEADERSHIP TEAM:  
4 JUNIORS, 4 SENIORS**



## STRENGTH OF OUR COMMUNITY PARTNERSHIPS

- **75 Community Partners** provided opportunities for our students to serve, engage, learn, and develop their skills and talents while building new relationships and mutually beneficial learning opportunities for their clients in need.
- Four new community partnerships were initiated to provide students with additional opportunities connected to the needs of a business communication course, pre-health placements, and to respond to Catholic Community Connection opportunities for collaboration.
- Approximately 67% of our community partners (or 50 partners out of 75) have worked with us for five years or more. This consistency makes for stronger mutual partnerships and better learning experiences for our students.
- The CSSA staff conducted a total of 216 consultations with faculty, staff, and community partners to discuss challenges and opportunities related to community engagement and partnerships.



67% OF OUR PARTNERS HAVE WORKED WITH US FOR 5 YEARS OR MORE

4 NEW COMMUNITY PARTNERSHIPS TO PROVIDE ADDITIONAL OPPORTUNITIES

## CONVENINGS AND PRESENTATIONS

### Portrait of Homelessness

Portraits of Homelessness, an exhibit of 47 photographs and personal stories of Cleveland-area individuals who are homeless, was brought to campus in October 2014. The intent of the exhibit was to bring the experiences of the men to life and the problem of homelessness into public consciousness. Lydia Bailey, photographer, noted, "I have been able to see these men not as an abstract problem, but as individuals with concerns and hopes like yours and mine. Through this show, I hope to convey their gifts and vital personalities as well as the hopeless, confusing, fearful, human elements of homelessness." The photographs and stories were displayed across the campus during October.

On Wednesday, October 22, 2015, an educational presentation was held related to the Portraits of Homelessness exhibit featuring Michael Sering, vice president of housing and shelter, Lutheran Metropolitan Ministry; Lydia Bailey, coordinator of volunteers and photographer; and shelter residents. Panelists spoke about their experiences of homelessness, their journey and its causes and consequences, and their hopes for the future. The

photo exhibit and presentation were co-sponsored with the JCU Peace, Justice, and Human Rights Program and the JCU Labre Project.

47 PHOTOGRAPHS WERE EXHIBITED ON CAMPUS

### 2015 AJCU Service-Learning Directors Conference

CSSA hosted the 2015 Association of Jesuit Colleges and Universities (AJCU) Service-Learning Directors Conference June 9-11, 2015. Twenty-one of the 28 AJCU schools were in attendance. Conference proceedings included a joint keynote and panel presentation with the Jesuit University Humanitarian Action Network (JUHAN). Other presentations include information on best practices, current research, innovative models, assessment methods, and emerging trends in service learning. The networking and relationship building facilitated by hosting this event provided CSSA with new ways to strengthen and improve the service-learning experience for faculty, students, and community partners.



## The Catholic Community Connection Conference

The Catholic Community Connection Conference, "Crafting a Vision for Catholic Collaboration," was hosted here at John Carroll University. CSSA was involved in the planning process leading up to the meeting. Maryellen Callanan presented on service-learning to the whole group and facilitated smaller table conversations to address questions and specific interests. 132 participated and attended the event from community agencies connected to CCC. This event was hosted at JCU by Ed Peck, Ph.D., V.P. of Mission and Identity in collaboration with Ursuline College and Notre Dame College.

132 PARTICIPANTS

## Jesuit Heartland Delta Virtual Conference

Three staff, Maryellen Callanan, Samantha Guarnieri and Sarah Narkin participated in the regional Heartland Delta Virtual Conference on May 28, 2015 representing CSSA and JCU. The focus of this day

of reflection and conversation was, "Balancing Our Economic Realities with Our Call to the Margins."

## 2015 NetVUE Conference

From March 26-28 Samantha Guarnieri and Dr. Peggy Finucane attended the NetVue conference. More than 500 NetVUE participants from 149 NetVUE member institutions gathered in St. Louis for the national conference on Sustaining a Theological Exploration of Vocation. Participants learned from the counsel of plenary speakers Jennifer Lindholm, Krista Tippet, Jonathan Walton, and an excellent panel of NetVUE chief academic officers. Their commentary was deepened by five workshops and 28 concurrent session presentations during the conference.

over 500 NetVUE PARTICIPANTS

from 149 NetVUE MEMBERS INSTITUTIONS

## RELEVANT EXPERIENTIAL ACTIVE LEARNING (R.E.A.L.) EARLY COLLEGE PROGRAM

The R.E.A.L. Early College High School is a collaboration between the Cleveland Heights-University Heights School District and John Carroll University. During their first two years of high school, students take accelerated courses in science, social studies, math, and English. Students can qualify to attend John Carroll during their second two years of high school to earn both high school and college credit. John Carroll undergraduates are matched for a one-on-one mentoring relationship for Early College students taking classes on John Carroll's campus.

- During the 2014-15 academic year we had **eight Early College high school students and eight John Carroll Mentors** participating in the program. These mentors help facilitate the transition from a high school to college environment and workload.

8 HIGH SCHOOL STUDENTS

8 JOHN CARROLL MENTORS

- **Seven R.E.A.L. Early College students** from Cleveland Heights High School participated in **Jesuit Day of Service**, exposing Early College students to the service element of what it means to be a John Carroll student.
- **Seven Cleveland Heights High School sophomores** presented at Celebration of Scholarship.

7 CLEVELAND HEIGHTS HIGH SCHOOL STUDENTS PARTICIPATED IN JESUIT DAY OF SERVICE

7 CLEVELAND HEIGHTS HIGH SCHOOL SOPHOMORES PRESENTED AT CELEBRATION OF SCHOLARSHIP



2015 CHARLES J. PING STUDENT SERVICE AWARD  
**GRACE DONNELLY**

## Regional and National Recognitions Received

- John Carroll University was awarded the **President's Higher Education Community Service Honor Roll** for the seventh consecutive year. Distinction was granted for our work in education and in the General Service category. Selection to the Honor Roll constitutes recognition from the highest level of the federal government for the campus' commitment to service and civic engagement.

**7<sup>TH</sup>**  
CONSECUTIVE YEAR

**PRESIDENT'S HIGHER EDUCATION  
COMMUNITY SERVICE HONOR ROLL**

- **U.S. News and World Report**, in their 2014 editions of America's Best Colleges, ranked John Carroll University among the top 20 colleges and universities for service learning in the U.S. citing it as "one of the top universities in the nation with outstanding service-learning programs." JCU received this recognition for the fifth consecutive year.

*Top* **20**

**COLLEGES AND UNIVERSITIES  
FOR SERVICE-LEARNING FOR  
THE FIFTH CONSECUTIVE YEAR**

- Ohio Campus Compact selected Grace Donnelly '16 as the recipient of the **2015 Charles J. Ping Student Service Award** in recognition of her outstanding leadership, advocacy work, and commitment to service both on John Carroll University's campus and beyond. Grace has demonstrated a significant commitment to service in the Cleveland community as a scholar in John Carroll's Arrupe Scholars program and as a leader in the student organization Students for Social Justice. Through her concerted efforts at constituency building, educating, and advocating, she has helped move the University to formally sign a resolution establishing it as a Fair Trade University.

## GRANT FUNDING AWARDED

- On September 4, 2014, the **Honor Project Trust awarded a \$50,000 grant** to CSSA's **We the People Service-Learning Program**. The purpose of The Honor Project Trust is to identify 501 (c) (3) charitable organizations which demonstrate in their application societal impact in the State of Ohio and to distribute Cy Pres funds to those entities selected. JCU alumnus Judge John J. Russo '87 thereafter authorized The Honor Project Cy Pres Initiative. More than six million dollars was distributed to more than 250 organizations representing every county in Ohio. John Carroll University's Center for Service and Social Action will use the Honor Project Grant Funds to enhance the learning opportunities for our partners in the We the People Service-Learning Program.
- On December 11, 2014, the **Martha Holden Jennings Foundation awarded a \$17,486 grant to CSSA** for the **Carroll Reads Literacy Tutoring program**, which is a literacy intervention program for children in grades K-3. The goal of the program is to work with targeted groups of children to help them read well, at grade level, and independently by the end of 3rd grade. Funds will be used to engage a reading intervention specialist to provide more effective training of student tutors, secure adequate resources and materials for classroom use, and to design an assessment tool to measure student progress.

**\$50,000**

**GRANT WE THE PEOPLE  
SERVICE-LEARNING PROGRAM**

**\$17,486**

**GRANT CARROLL-READS  
LITERACY PROGRAM**



JESUIT  
DAY OF SERVICE  
NORTH ST. LOUIS  
#JDS2019

DAY OF SERVICE

## RECOGNITION AND AWARDS GIVEN

### George B. Sweeney Endowed Campion Award For Service 2014-15

AnnMarie Kirchner (Class of 2017)  
Patrick Vecillio (Class of 2016)

### 2015 Staff Service Award

Mr. James Burrows, Mail Center

### 2015 Curtis W. Miles Faculty Service Award

Dr. Erin Johnson, Biology Department

### Inaugural Year for the Varsity Team Award

Women's Lacrosse Team

## SERVICE TO THE WIDER CLEVELAND COMMUNITY

### Living The Mission Day, Cleveland Neighborhood Project • August 28, 2014

**235 faculty, staff, and students** participated in the Cleveland Neighborhood project.

- 10** CSSA Staff
- 16** Faculty and Staff
- 39** Student leaders
- 7** Student drivers
- 163** Members of the Class of 2018
- 39** Houses in the neighborhood were painted, weeded, etc

*approximately*

**1,175**

**HOURS OF  
SERVICE GIVEN**

### Boler Community Day

The Boler School of Business sponsors an annual service day, in which faculty, business majors, pre-business majors, and business minors join together in service at a variety of sites in the Cleveland and Cleveland Heights/University Heights area.

**190 Boler School students** participated in the 2014 Boler Community Day on October 24, 2014. Service activities took place at Artemus Ward School, The Achievement Centers for Children, the City of University Heights, Carmelite Monastery, Medwish International, and the Spanish American Committee Early Childhood Center.

**190**

**BOLER BUSINESS SCHOOL  
STUDENTS PARTICIPATED**

### Volunteer Income Tax Assistance

The Volunteer Income Tax Assistance Program is offered by the John Carroll University Center for Service and Social Action and the Boler School of Business Department of Accountancy. This service helps low to moderate income individuals and families prepare their income tax returns without professional fees, especially those who may be eligible for the Earned Income Tax Credit (EITC). Jerry Weinstein, Ph.D., coordinates the recruitment and training of students from the Boler School.

**22** JCU volunteers comprised of two staff and 20 students were trained in January and volunteered for five Saturdays in the spring at Famicos.

**22**

**JCU VOLUNTEERS:  
2 STAFF, 20 STUDENTS**

### Nepal Refugee Benefit

In May 2015, **14 John Carroll students and staff** were to spend 10 days in Nepal for an immersion experience. Due to a devastating earthquake on April 25, 2015 in Nepal, the trip was cancelled. The John Carroll students regrouped and got busy planning a relief benefit and reached out the local Nepali community to mobilize and plan this event. Community partners including US Together Refugee Resettlement, International Partners in Mission, Nepal Orphans Home helped plan and host the event. Proceeds from JCU went to Jesuit International Missions.



John Carroll  
**Lindsey Berdysz**  
Organization: [redacted]  
Role: [redacted]  
Event: [redacted]

  
**JESUIT DAY OF SERVICE**  
NORTHEAST OHIO  
#JesuitDOS

# JESUIT DAY OF SERVICE

approximately

1,764

HOURS OF  
SERVICE GIVEN

328

STUDENTS, FACULTY, AND STAFF

In our planning for 2015, the question was posed: **How can we deepen and refine the purpose** of the day as we connect the institutions, foster solidarity with one another and the community, and witness to a greater purpose? The discussion led to the following ways the 2015 event was redesigned to deepen and refine the purpose and witness of the collaborative effort of JDOS:

- All community partners or service sites were included **in the planning** of whatever activities will take place that day so that their voices, needs, and participation were at the center of what happened.
- **The articulated desire** to move from “for” to “with” in informing and structuring the various activities meant new efforts were made to work side by side with those we were serving and doing the work together (and not simply “for” our community partners).
- **Reflection was integrated in the day.** We began the day with prayer and ended the day with a simple Ignatian examen together in small groups.
- **A shared meal** became the concluding community celebration after all the work was completed. The street was closed, a meal was shared and music led to dancing in the streets together. Mixing groups, shared conversation, and shared a meal provided a fitting and meaningful way to end the day flowing from the vision and purpose of the day.

**300 Students, 28 faculty and staff** participated:

- 9 CSSA Staff
- 20 Faculty and Staff
- 26 St. Thomas Aquinas and St. Francis School 8<sup>th</sup> Graders
- 33 Student leaders
- 6 Student drivers
- 7 R.E.A.L. Early College students
- 162 Student participants
- 5 Alumni
- 9 Family and community members
- 7 Houses were painted, weeded
- 33 Projects were completed at 5 locations

## Fatima Fun Day

CSSA welcomed 130 children ages 5-13 from the Fatima Family Center to the campus for a day of fun activities, arts and crafts, ropes course, games, nutrition and exercise sessions and more. The day ran from 10:00 am to 3:00 pm. Faculty, staff and students helped lead and facilitate the day.

130

CHILDREN AGES 5-13

## Fatima Teen Day

CSSA welcomed **16 high schoolers** who were part of the Fatima Family Center’s Teen program. Activities included college readiness sessions, an interactive Chemistry session with Dr. Mark Waner, a career center presentation, exercise science activity and a campus tour.

16

HIGH SCHOOLERS



## PROGRAM HIGHLIGHTS

### We the People Service-Learning Program

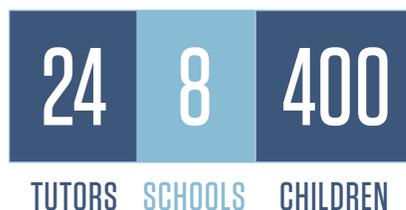
- **Ohio Supreme Court Justice Maureen O'Connor** attended and presented the awards for “We the People” at the Mock Congressional Hearing on May 13, 2015.
- **110 John Carroll students** had a presence in **20** Cleveland-area schools, reaching more than **400** children in Cleveland and East Cleveland Schools.



- Prominent local judges, councilmen and women, and political and civic leaders participated in the culminating events for “We the People” as judges and witnesses to the impact of civic education on the next generation.
- Newly designed lesson plans and enhanced tutor training, along with the use of iPads for engaging with the students, increased the impact and effectiveness of the program.

### Carroll Reads

- Received a Martha Holden Jennings Grant to build and improve upon effective literacy work in urban schools.
- **24 John Carroll tutors** worked in eight schools tutoring more than 100 children one-on-one.



### Carroll Ballers

The Carroll Ballers program continued to grow and expand. The program, an innovative youth mentoring program at the Cuyahoga County Juvenile Detention Center centering on basketball, character development and camaraderie, received awards and recognitions for its impact. In January 2015 the Cleveland Indians named **Ned Barnes '15 and Michael Gong '15 the 2015 Indians Mentors of the Year**. The New American Colleges and Universities News and Notes showcased the program in its February 2015 newsletter. Advancement featured the program on its crowdfunding website, JCU Experience Projects, raising close to \$2,000.

- **68** male participants
- **22** female participants
- Eight weekly trips to serve 1,500 youth residents in the detention center in six houses – five houses in the Cuyahoga County Juvenile Detention Center and one house of the Cuyahoga Hills Juvenile Correctional Facility.
- **1,677** hours served.



# NEIGHBORHOOD PROJECT

## LIVING THE MISSION DAY

Spend the day with other incoming first-year students and upper-class student leaders on service projects throughout Cleveland's Hough neighborhood. Get a sense of your service with others. Look for more information after May 1!

COMMUNITY ENGAGEMENT PROJECTS



# CAMPUS COLLABORATIONS

The listing below contains some of the key ways CSSA supports the various divisions and departments with outreach, service activities, presentations, display tables.

## Boler School of Business

- Supported the planning and logistics of Boler Community Day
- Worked with Dr. Jerry Weinstein to provide Volunteer Income Tax Assistance sessions in February, March and April.

## Alumni Engagement in JDOS

- Created a new web site to facilitate alumni involvement in service activities.
- Recruited alumni to participate in Jesuit Day of Service.

## Student Affairs

- Presented at 8 Student Orientation Programs
- Provided service-projects for Orientation sessions
- Engaged 150 Freshmen in Cleveland Neighborhood Project for “Living the Mission Day”



## Mission and Identity Office

- Co-sponsorship of Film & Discussion on the anniversary of Jesuit Martyrs
- Promulgated new Mission Leave opportunities

## Enrollment Events

- Presented at Blue Streak Preview Days
- Exhibited at Celebration of Acceptance

## Government and Community Relations

- Coordinated Constitution Day, Streak the Vote, Community Day

## Athletics

- The Athletics Department successfully inaugurated the first Varsity Team Service Award
- Women’s Basketball – Juvenile Detention Center Service Project; Basketball clinic for individuals with disabilities
- Men’s Basketball service project at Rose-Mary Center
- Lacrosse Team service project at Rose-Mary Center

## Center for Career Services

- Co-Sponsored the annual Service and Non-Profit Internship Fair

## Residence Life

- Coordinated RA Service Project to Eliza Bryant and Rose-Mary Center
- Coordinated a residence hall floor service project at Eliza Bryant Village

## Campus Ministry

- Post Graduate Year of Service Fair
- Appalachia and Immokalee immersion groups participated in Jesuit Day of Service as a team

## Greek Life

- CSSA helped Greek service directors and philanthropy leaders plan and participate in service activities to meet their goals.
- Greek Life large group service project at the Cleveland Foodbank and MedWish
- Kappa Alpha Theta Sorority Holiday service craft project
- Beta Theta Pi – Participation in Jesuit Day of Service
- Beta Chi graduate student fraternity service project at the Foodbank
- Delta Tau Delta Fraternity service project at 2100 Lakeside Men’s Homeless Shelter; Sandwich making project for local shelter

# ADDENDUM A: LISTING OF SERVICE-LEARNING COURSES

Fall 2014

Dept	Course	Section	Title	Faculty
AR	150a	51	Arrupe 1st Year	Cornelius/Millet
AR	250	51	Arrupe 2nd Year	Dean
AR	350	51	Arrupe 3rd Year	Schiavoni
AR	450	51	Arrupe 4th Year	Carreon
CO	390	51	Intercultural Communication	Han
ED	253	2	School and Society	Ford
ED	253	51	School and Society	Ford
ED	453	1	Multicultural Education	Connell
FYS	SEM	62	First Year Seminar - Poverty	Rosenthal
FYS	SEM	63	First Year Seminar - Poverty	Harris
FYS	SEM	64	First Year Seminar - Poverty	Mayer
FYS	SEM	65	First Year Seminar - Poverty	Murphy
FYS	SEM	74	First Year Seminar - Poverty	Kelly
FYS	SEM	82	First Year Seminar - Poverty	Rosenthal
HS	261	51	History as Art and Science	McAndrew
MK	341	51	Advertising and Brand Promotion	Wu
MK	402	51	Market Analysis	Facca
MK	402	52	Market Analysis	Facca
PO	101	52	United States Politics	Swearingen
PO	101	55	United States Politics	Schiavoni
PS	101	60	Introduction to Psychology	Masterson
PS	262	51	Adolescent Development	Masterson
PS	455	51	Child and Adolescent Psychopathology	Masterson
PS	489	51	Hospitalized Child	Swenson
SC	240	51	Criminology	Clark

## Spring 2015

AR	150b	51	Arrupe 1st Year	Cornelius/Millet
CO	300	51	Small Group Communication	Finucane
ED	253	1	School and Society	Ford
ED	350 / 453	1	Multicultural Education	Ford
ED	350 / 453	51	Multicultural Education	Ford
HR	352	51	Human Resource Management	Miguel
HS	261	51	History as Art and Science	McAndrew
MK	495	51, 52	Strategic Value Co-creation	Facca
MN	202	54	Business Communications	Lee
MT	422	51	Applied Statistics	Consiglio
PO	101	53	United States Politics	Swearingen
PO	101	55	United States Politics	Swearingen
PO	101	52	United States Politics (HNRS)	Stiles
PO	101	54	United States Politics	Copeland
PO	395B	51	Digital Media in Public Life	Copeland
PS	262	51	Adolescent Development	Masterson
PS	375	51	Clinical Psychology	Ben-Porath
PS	407	51	Psychology of Autism	Masterson
PS	455	51	Child and Adolescent Psychopathology	Masterson
PS	489	51	Hospitalized Child	Swenson
SC	111	51	Introduction to Social Justice	Clark
TRS	260	52	Moral Decision Making (HNRS)	Peck
WG	450	51	Women's and Gender Studies Capstone	Needleman-Newman



 **John Carroll**  
UNIVERSITY

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Center for Service and Social Action • AD 32

[jcu.edu/service](http://jcu.edu/service) • 216.397.4698