



2015
2016

**CENTER FOR SERVICE
AND SOCIAL ACTION**

ANNUAL REPORT



EXECUTIVE SUMMARY

The Center for Service and Social Action (CSSA) educates for justice by offering engaging opportunities for learning through service, community based research, and civic engagement. The Center connects the campus with the community through mutual partnerships that are significant, eye-opening, and transformative. These high-impact learning experiences help the University realize the Jesuit goal of developing well-educated men and women who understand the realities of a changing world as well as what it means to stand in solidarity with those living in poverty and on the margins. Through these dynamic opportunities and encounters the learning is deepened, awareness is broadened, and career paths are discovered or confirmed.

CSSA accomplished a number of important strategic objectives and made progress on all of the priority initiatives set forth in our 2015–16 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 2015–16, CSSA:

- Convened a new fifteen member Faculty Advisory Board to provide strategic input on the work of the Center and identify and address the needs and interests of faculty.
- Piloted a new student employee development program to provide ongoing mentoring, skill development, leadership formation, and professional development.
- Hosted Councilman Joe Cimperman and convened a panel of Cleveland area refugees to educate our students and campus community about the realities and plights of refugees today.
- Worked with interested faculty in developing dynamic service-learning opportunities for existing and newly developed courses that are part of the new integrative core curriculum.

- Co-sponsored four workshops on “Social Analysis for the Twenty-First Century” bringing Sr. Maria Cimperman, RSCJ to campus to help faculty, staff, and students deepen the capacity for reflection and social analysis.
- Participated in the Mission Reaffirmation Process for the University as one of three Jesuit universities to be among the first to pilot and participate in the process.
- Developed and implemented a new service reflection process with the input and consultation of students involved in service, combined with best practices and research from the field.
- Engaged our eight-member Student Leadership Team in redesigning student liaison training content. They provided input on new opportunities to deepen reflection for students and provided ideas for re-branding materials for CSSA.

For the eighth consecutive year, the University was named to the President’s Higher Education Community Service Honor Roll. The Center’s “We the People” Service-Learning Program was one of five national recipients of the New York Life Higher Education Civic Engagement Award.

Respectfully submitted,
SR. KATHERINE FEELY, SND



MISSION STATEMENT

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.

CSSA LEARNING OUTCOMES

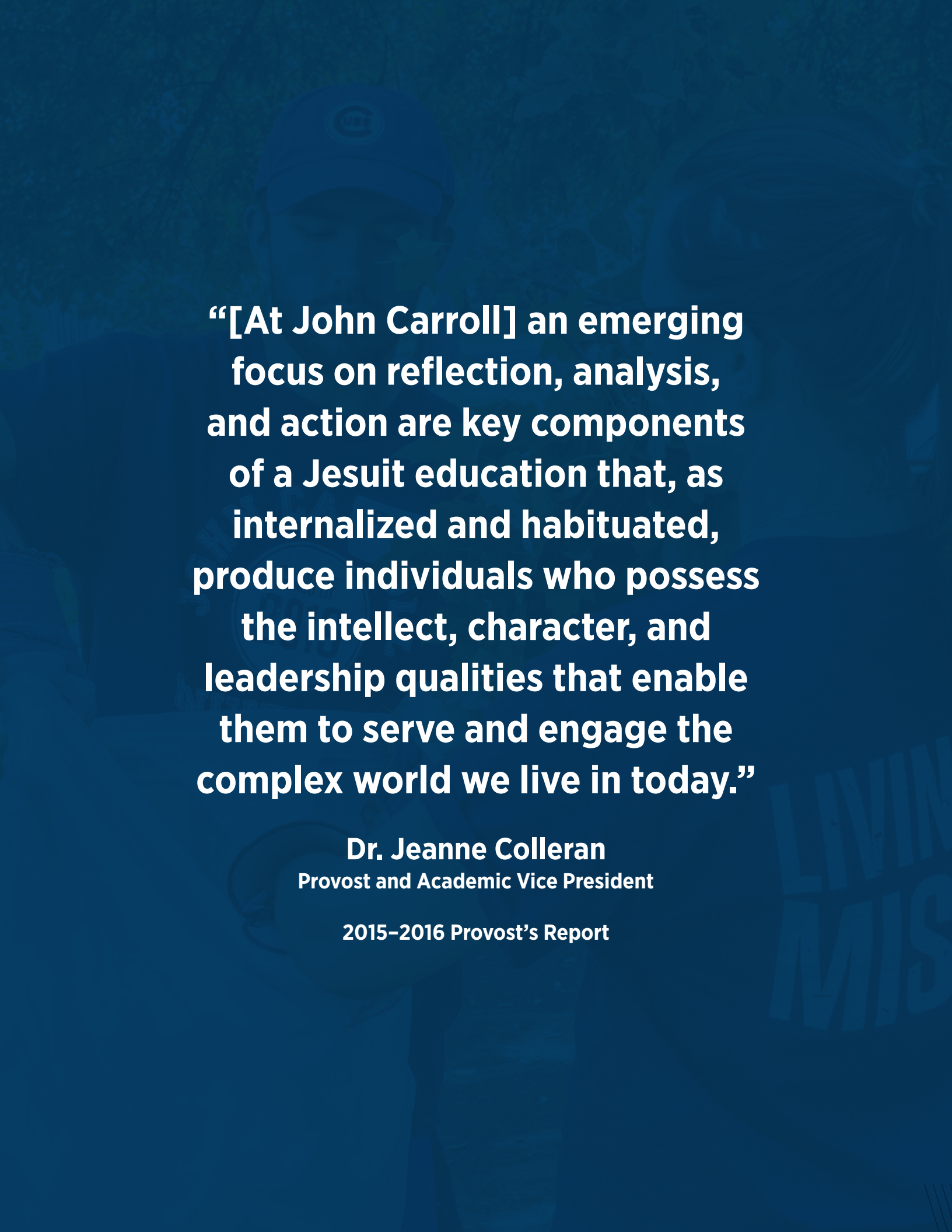
Students will:

- Engage course content in real-world settings and **enhance academic excellence** through **service-learning opportunities**.
- Be encouraged to **challenge uncritical assumptions** about the lives of others, especially those **living in poverty** and on the **margins**.
- Participate in **ongoing reflection** opportunities exploring **the meaning** of their experience and **its impact** on their lives.
- Develop an awareness of their **civic responsibility** and **the importance of community engagement**.
- Participate in advocacy work that fosters **solidarity** and advances the promotion of **justice**.
- Develop a better understanding of others' **lived experiences** through significant, ongoing **interactions and encounters**.
- Reflect on how their service experience informs their **vocation**.
- Cultivate **a habit of service** as members of the John Carroll University community and hopefully as alumni.



STRATEGIC PRIORITIES

1. Build on excellence in the student experience in service by deepening and refining the capacity of students to engage in social analysis, critical reflection, advocacy, and action.
2. Support the University's commitment to academic excellence and provide ongoing opportunities for faculty support and development.
3. Streamline data collection, management, and presentation. Deepen knowledge of service-learning among faculty and administration. Use data to tell the story of the impact JCU students have in the community—internally and externally.
4. Strengthen and invest in community partnerships through outreach, site visits, and ongoing communication. Convene community partners on campus annually.
5. Promote professional development of CSSA staff by identifying campus opportunities for committee involvement and cross-divisional interaction that enriches and energizes staff members while promoting personal and professional development.



“[At John Carroll] an emerging focus on reflection, analysis, and action are key components of a Jesuit education that, as internalized and habituated, produce individuals who possess the intellect, character, and leadership qualities that enable them to serve and engage the complex world we live in today.”

Dr. Jeanne Colleran
Provost and Academic Vice President

2015–2016 Provost’s Report

UNIVERSITY LEARNING GOALS

The vision of Jesuit higher education for the twenty-first century is to graduate individuals with a well-educated solidarity who are contemplatives in action—morally responsible, aware of the fundamental challenges facing the modern world, with a depth of knowledge and strength of character to work creatively and compassionately for a more just and humane society. Within this vision, a John Carroll education is distinguished by respect and care for the whole person (*cura personalis*), innovative teaching, and integrated learning across the entire student experience. A commitment to excellence and academic rigor animates our way of proceeding—graduating individuals of intellect and character who lead and serve by engaging the world around them and around the globe.

Intellect

John Carroll students will be transformed by an integrative curriculum, in-depth study within their program(s) of study, and applied learning to fully realize their potential to enrich the world. To achieve this level of engaged learning, our students will:

- Develop habits of critical analysis and aesthetic appreciation
- Understand the religious dimensions of human experience
- Demonstrate an integrative knowledge of human and natural worlds
- Apply creative and innovative thinking
- Communicate skillfully in multiple forms of expression
- Demonstrate a capacity to engage in respectful civil discourse

Character

John Carroll students will develop a holistic awareness of self and others, acting with integrity and moral purpose for the good of society. Amidst a diverse community of learners and inspired by the Ignatian tradition of finding God in all things, our students will:

- Cultivate a habit of reflection
- Understand, value, and respect their own and others' talents, unique characteristics, and socio-cultural identities
- Develop a personal belief system that is inspired by Ignatian values such as rigor, generosity, gratitude, inclusivity, solidarity, and a desire for the greater good
- Practice mature decision making and care for the whole person
- Act competently in a global and diverse world

Leadership

John Carroll students will recognize themselves as agents of positive change with and for others. Integrating faith and reason to meet the world's needs through ethical leadership, our students will:

- Claim their identities as discerning leaders
- Apply a framework for examining ethical dilemmas
- Employ leadership and collaborative skills
- Live responsibly in accord with their personal belief system

Service

John Carroll students will advocate for social justice through responsible service in their local, national, and global communities. Informed by our collective faith traditions, prepared by scholarship, and in solidarity with the poor and the marginalized, our students will:

- Understand and promote social justice
- Work actively toward creating a more inclusive, welcoming, and just community
- Serve in their communities as engaged citizens and advocates



VISITORS
PLEASE USE
MAIN ENTRANCE
AND
REGISTER AT OFFICE

THOMAS MUIR
COUGARS

JOHN CARROLL
FOOTBALL

CSA

HIGHLIGHTS AND ACCOMPLISHMENTS

1,095

STUDENTS

128,117

HOURS OF SERVICE

38

FACULTY
MEMBERS

70

SERVICE-LEARNING
COURSES

SUCCESS OF OUR STUDENTS AND FACULTY

- 1,095 students (unduplicated) engaged in community service activities in the past year.
- 969 students took an academic service-learning course in the past year.
- 70 service-learning courses were offered in the 2015-16 academic year.
- 38 faculty members taught one or more service-learning courses.
- 17 different disciplines offered one or more service-learning courses.
- 149 weekly service-learning activities were offered with 75 community partners.
- 125 student workers were employed by CSSA with the majority of them being part of the Federal Work Study Program.
- 18 graduating seniors in the class of 2016 went on to do a year of service regionally, nationally, or internationally. Programs included Jesuit Volunteer Corps (Domestic and International), City Year, MercyWorks, Operation TEACH, Crossroads Ministry, PULSE, Marianist, Passionist, and Vincentian Volunteers.
- 128,117 hours of service to the community were contributed by JCU students in 2015-16.

969

STUDENTS TOOK A SERVICE-LEARNING COURSE

125

STUDENT WORKERS WORK FOR THE CSSA

18

GRADUATING SENIORS IN THE CLASS OF 2016 WENT ON TO DO A YEAR OF SERVICE



INTELLECT

Fostering Skills in Social Analysis and Critical Reflection

Four interactive workshops on “Social Analysis for the Twenty-First Century” were held on January 28 and 29, 2016 for students, faculty and staff. Sr. Maria Cimperman, RSCJ presented the workshops based on her new book by the same title and offered a campus-wide Brown Bag Lunch Lecture in addition to the workshops.

4

WORKSHOPS ON “SOCIAL ANALYSIS
FOR THE TWENTY-FIRST CENTURY”

Global Service-Learning in Rome

The Bishop Pilla Program in Rome now includes service-learning opportunities in some of the courses offered in the study abroad program so that students can take greater advantage of the wide range of activities and experiences Rome has to offer. Dr. Santa Casciani, director of the program, has identified significant service-learning and internship experiences which provide students with unique and unparalleled opportunities to learn, serve, and lead.

Shepherd Internships

JCU is one of 21 higher education institutions that comprise the Shepherd Higher Education Consortium on Poverty with the goal of preparing students for lives aimed at diminishing poverty and enhancing human capability through professional and civic efforts. In the summer of 2015, four JCU students participated in the eight week summer internship program and served at the following placements: an economic development agency in New York City, at Legal Aid in Helena, Arkansas, and in a free health clinic in Richmond, Virginia.

CSSA Student Internships

Internships in the Center for Service and Social Action provide students with professional development opportunities and valuable work experience. This year CSSA employed two interns for the fall and spring and one intern during the summer. Working closely with CSSA staff members, the interns gained in-depth experience in project planning, program management, communications, marketing, special events, and social justice advocacy.

Theology and Religious Studies

This year CSSA worked with Dr. Sheila McGinn and Dr. Ed Hahnenberg from the Theology and Religious Studies (TRS) Department to launch a new service-learning opportunity as part of the new core curriculum. Half of all the TRS 101 courses incorporated a service-learning component. More than 200 students in these courses engaged in weekly service activities at a variety of community partners and made connections between their service experiences and course content. The TRS 101 faculty members also had the opportunity to visit some of the community partners where students served. Six faculty members learned about some of the organizations firsthand from partner staff, including Mrs. LaJean Ray, Director of the Fatima Family Center; Rev. Robert Kirschner, Vice President, Development and Communications for Lutheran Metropolitan Ministries; and Ms. Helen Tarkhanova, Director of Resettlement for US Together. TRS 101 provides an important entry point to service-learning for first-year students.



LEADERSHIP

LEADERSHIP DEVELOPMENT

CSSA Student Leadership Team

The eight-member Student Leadership Team, comprised of two sophomores, two juniors and four seniors, continued to engage students around service and advocacy issues and propose creative ideas for CSSA programming. The team of eight facilitated a peer-to-peer mentoring program, participated in the University's "Mission Reaffirmation" process, and designed and facilitated six trainings for student liaisons. Each training featured a community partner, an advocacy issue and a training module on a variety of topics including the University's mission, deepening reflection, student safety, leadership development, community-building, and diversity. This year the Student Leadership Team also held a bystander intervention workshop titled "Speak Up!" to start dialogue on how students can respond when confronted with prejudice, intolerance, or racist acts and comments.

A 360° Tour of Cleveland

Fifty-five students joined the CSSA staff for an interactive tour of Cleveland to discover new ways to see and understand the dynamic complexities of the city of Cleveland. The purpose of this day-long adventure was to broaden students' appreciation of Cleveland—historically, economically, politically, culturally, and socially, and to help them gain a heightened awareness of the importance of relationships in building vibrant communities. By providing this opportunity to learn more about the rich diversity of the city that surrounds them and the neighborhoods in which they serve, students were poised to deepen both their commitment to and their understanding of the importance of civic engagement.

Ambassador Training Program

Six John Carroll students were trained by Catholic Relief Services (CRS) on March 19, 2016 to become part of a national network of University ambassadors whose aim is to promote campus engagement in local and global social justice issues and grow in global awareness. CSSA welcomed Danielle Roberts from CRS and hosted a regional training for the CRS University Ambassador's program. Twenty-two students from four area colleges participated in the training. JCU now has six trained CRS ambassadors to lead campus engagement efforts.

JCU now has

6

TRAINED CRS AMBASSADORS
TO LEAD CAMPUS
ENGAGEMENT EFFORTS

Propel Ohio Leadership Summit

On October 16, 2015, four JCU students attended the Propel Ohio Collegiate Leadership Summit in Columbus, Ohio. The purpose of the one-day event was to promote civic engagement and encourage college students to consider careers in public service. The summit focused on specific challenges that Ohio is currently facing, including food security, mental health and human trafficking. U.S. Senator Sherrod Brown hosted the summit and hopes to make this an annual event. The participants had an opportunity to engage with their college peers across the state and explore ways they can make a difference.



CHARACTER

CHARACTER

NetVUE Student Employee Program

An outcome of the NetVUE Learning Community grant designed to enhance the capacity for reflection was the creation of a Student Employee Performance Evaluation Program. Twenty-two percent of the undergraduate population is employed on campus. Maryellen Callanan served as part of a NetVUE grant-funded learning community on “Building Capacity for Reflection”. During the past year, they designed a streamlined student employee evaluation and mentoring program. The program was piloted in 2015–16 by supervisors of student workers in twelve departments and offices on campus. The process aimed to evaluate performance, encourage student vocation exploration and, and deepen staff and student connections. The program was very effective and well received and will be implemented widely in 2016–17.

“Now What?” Workshop

This year, CSSA launched a new pilot initiative called the “Now What?” Workshop at the end of the fall and spring semesters. The “Now What?” Workshops featured alumni panels, thought-provoking videos, and guided reflections that invited students to reflect on their service activities, their experience, and their academic learning in order to identify one or two concrete next steps they could take in light of their reflection. 86% of those who attended would like to attend another workshop in the future. CSSA will continue to offer the “Now What?” Workshops in the next academic year.

86%

OF STUDENTS WOULD
ATTEND ANOTHER WORKSHOP

Pope Visits the U.S.

On September 26, 2015, a group of 30 John Carroll University students and resident ministers departed from campus, embarking on a six-hour long bus ride to Philadelphia to be a part of Pope Francis’ historic visit to the United States. They met students from around the country and stayed at St. Joseph’s University in Philadelphia, PA. Students participated in the outdoor mass, prayer pilgrimage, and evening reflections. Kathleen English ’18 had a unique opportunity to meet the Pope face to face when he was in Washington D.C. at Catholic Charities where Kathleen had interned.

30

STUDENTS AND RESIDENT MINISTERS WITNESSED
POPE FRANCIS’ VISIT TO PHILADELPHIA

New Reflection Booklets

Each semester CSSA provides booklets for students to use to reflect on their service experience. This year the reflection questions were updated to lead students to deepen their reflections each week. The new scaffolded reflection questions were paired with quotations that were selected to lend further insight to student’s reflections. These new booklets were redesigned using current theories and research, were reviewed and piloted by students, and overall have generated deeper and more meaningful student reflections throughout the academic year.

Refugee Panel

As part of Ignatian Heritage Week, CSSA convened a refugee panel, “In Their Own Voices: A Panel Discussion with Cleveland Refugees,” with participants from Iraq, Nepal, and Bhutan. Alum and Councilman Joe Cimperman gave a keynote address followed by the panel of Cleveland area refugees to educate our students and campus community about the realities and plights of refugees today. Two of our community partners, Migration and Refugee Services and US Together Refugee Resettlement Agency, collaborated with CSSA to make the event possible.



SERVICE

SERVICE

Veteran Service Project

For his Leadership Legacy Service Project, Brandon Parr '16 enlisted his fraternity, Sigma Phi Epsilon, and the JCU Veterans Association to sponsor Shampoo for the Red, White and Blue, a personal care items drive to benefit the Veteran's Association Domiciliary of Cleveland. The 122-bed residential facility located in Wade Park offers rehabilitative care and support to homeless veterans in order for them to gain their independence and interact with fellow veterans. Due to the success of the drive and the relationships that were established, Brandon hopes that this will become an annual event at JCU.

Living the Mission: Cleveland Neighborhood Project

Each year incoming first year students are welcomed to the University the week before classes begin and invited to participate in Living the Mission Day. A total of 237 participants enjoyed working together meeting and serving the residents of the Hough neighborhood. Community building, team work, and reflection were part of the day initiating new students into a culture of service at JCU.

- 237** total participants included:
- 28** faculty and staff
- 37** student leaders
- 18** tour guides
- 4** student workers
- 150** members of the Class of 2019

approximately

1,566

**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 to the community.

- **124** Boler School students participated in the Boler Community Day on October 23, 2015.
- Student leaders arranged service activities at the Aretmus Ward School, the local Carmelite Monastery, Fairfax Renaissance Development Corporation, and MedWish International.

124

**BOLER BUSINESS SCHOOL
STUDENTS PARTICIPATED**

Volunteer Income Tax Assistance Program

Since 2008, students, faculty and staff from the Boler School of Business Department of Accountancy have participated in the Volunteer Income Tax Assistance (VITA) Program, which offers free, high-quality tax preparation services for low-to-moderate income individuals and families. Jerry Weinstein, Ph.D., professor of accountancy coordinates the recruitment and training of the students. JCU partners annually with the Famicos Foundation, one of the oldest community development corporations in the city, to provide free tax preparation on Saturdays for neighborhood residents.

- **20** JCU volunteers consisting of three faculty and 17 students were trained and volunteered for 217 hours.
- On an average year, over **1,800 tax returns** are prepared at Famicos for refunds **totaling \$2 million**.

20

**JCU VOLUNTEERS
3 FACULTY, 17 STUDENTS**





JESUIT DAY OF SERVICE

Jesuit Day of Service is a collaborative effort with the nine other Jesuit institutions in the greater Cleveland area. Great weather and many hands made quick work on more than 16 large projects involving everything from painting to weeding, to sorting and landscaping.

131

TOTAL PARTICIPANTS INCLUDED:

- 20** staff members (including 10 coaches)
- 22** football student leaders
- 69** football student participants
- 11** Alpha Sigma Nu Honor Society student participants
- 10** student workers
- 12** St. Thomas Aquinas 8th graders
- 8** St. Francis 8th graders
- 903** total hours of service were contributed

JCU Greek Life got involved in a special Jesuit Day of Service activity and hosted “International Day,” an international extravaganza for the participants at Boys and Girls Club in Cleveland. Taylor Morehouse '16 led and coordinated the effort. Members of every Greek Sorority and Fraternity helped execute a cultural enrichment event to contribute to a global mindset and atmosphere of acceptance for the children at the Boys and Girls Club. Each child traveled from station to station learning about new countries and earned stamps on their passport. Each sorority and fraternity was assigned a station to help facilitate the event. The following countries were visited in the course of the event: Spain, Brazil, Thailand, Australia, and Madagascar.

903

TOTAL HOURS CONTRIBUTED

90

STUDENTS PARTICIPATED IN GREEK SERVICE PROJECT AT BOYS & GIRLS CLUB

HOURS OF SERVICE WERE CONTRIBUTED

270



CSSA STAFF HIGHLIGHTS

- **Maryellen Callanan** served as part of a NetVUE granted-funded learning community on “Building Capacity for Reflection”. Her group designed a streamlined student employee evaluation process, piloted in 2015–16. The goal was to help supervisors of student workers evaluate performance, encourage student vocation exploration, and deepen staff and student connections.

CSSA staff attend and present at conferences regionally, nationally, and internationally to learn from scholar practitioners in the field and bring best practice to bear on our programs.

- **JP Gaulty** accompanied five students to Columbus, Ohio where they attended a peaceful action in support of the Coalition of Immokalee Workers’ Fair Food Campaign.
- **Sr. Katherine Feely**, SND was invited as a delegate of the Midwest Province of the Jesuits to attend the 2016 International Jesuit Gathering for Social and International Ministries in the Dominican Republic. The conference, “Crossing Borders, Finding New Ways” focused on the “service of faith and the promotion of justice” since GC 32. More than 90 participants gathered for the week-long conference.
- **Samantha Cocco** was selected to serve as Vice Chair of Communication and Executive Committee member of Staff Council. She was also appointed to the Board of Directors as a Staff Resource Person for the Advancement Committee where she will serve as one of three resource persons, along with a faculty and student representative.
- **Sr. Katherine Feely**, SND accompanied thirteen students on an immersion trip to Nepal along with Campus Minister Andy Costigan. Students learned about the historical, cultural, and social realities of Nepal and met with several non-profit agencies and groups responding to the needs of earthquake victims and those living in poverty.
- **Maryellen Callanan** joined Dr. Peggy Finucane and four Shepherd interns at the 2015 Shepherd Symposium and Closing Conference where she moderated a panel of students who spoke about their internship experience.
- **Liz Deegan** co-taught a one-credit course with CSDI staff entitled, “Finding Common Ground”. Students explored issues of discrimination and privilege in the context of a safe, reflective setting.
- **Liz Deegan** participated in Campus Ministry’s spring 2016 Manresa Retreat where she accompanied students on their journey towards self-awareness and reflection. Liz also accompanied four students to the Propel Ohio 2016: Collegiate Leadership Summit in Columbus, OH.
- **Sarah Narkin** accompanied thirteen students on an immersion trip to Immokalee, Florida, along with History Department faculty member, Dr. Malia McAndrew, where they met with farmworkers and learned first-hand about the economic realities and human rights issues surrounding their labor.
- CSSA staff participated in and facilitated campus “Courageous Conversations” designed to open up space for respectful dialogue on issues such as race, immigration, and sexual violence.



ACADEMIC SERVICE-LEARNING STUDENT ASSESSMENT HIGHLIGHTS

CSSA administers a Student Assessment Tool at the end of each semester to all students involved in a service-learning course and weekly service. 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 2015 and spring 2016. The categories of responses “agreed or strongly agreed” were tabulated in each of the statements below. Of the 983 students surveyed, 259 students responded (representing a 26% response rate for combined data from fall and spring).

- **92%** of students responding reported that “I have a responsibility to help efforts directed at social justice changes in society.”
- **73%** of students responding reported that “My service experience positively impacted the way I think about others from denominations, religions, or secular perspectives different from my own.”
- **75%** of students responding reported that “I have a clear understanding of how this service-learning experience fit into the educational goals of the course.”
- **92%** of students responding reported that “I am confident that I can help in promoting equal opportunities for all people.”
- **72%** of students responding reported that “The inclusion of a service component positively impacted my learning in the course.”
- **70%** of students responding reported that “This service-learning experience allowed me to more meaningfully apply the concepts from the course.”
- **54%** of students responding reported that “I have been able to explore my vocation.”

STRENGTH OF OUR COMMUNITY PARTNERSHIPS

Seventy-Five community partners provided opportunities for our students to serve, engage, learn and develop their skills and talents while building new relationships. 67% of our community partners have worked with us for five years or more. This consistency makes for stronger mutual partnerships and better learning experiences for our student.

Eight new community partnerships were established with organizations to provide students and partners with meaningful opportunities to connect and engage. These new partnerships have allowed us to increase the number of health-related service opportunities in response to student interest, and to add new service activities for Communications, Exercise Science,

Management, and Theology and Religious Studies service-learning courses. The following new community partners were added:

- Building Hope in the City
- Cleveland Sight Center
- Edwins Leadership & Restaurant Institute
- Fairfax Renaissance Development Corporation
- Joseph's Home
- Lake Erie Ink
- Cleveland Clinic at Langston Hughes Community Health and Education Center
- Cleveland Clinic at Stephanie Tubbs Jones Health Center



CONVENINGS AND PRESENTATIONS

Statewide Campus Compact Meeting

In August 2015, Sr. Katherine Feely, SND and Maryellen Callanan attended the Annual Statewide Ohio Campus Compact Meeting held at Dennison University. 65 representatives from 26 Ohio higher education institutions were represented. Andrew Seligsohn, President of Campus Compact, was the opening keynote speaker offering insights on forming student leaders and developing campus civic action plans.

65

REPRESENTATIVES
FROM 26 OHIO HIGHER
EDUCATION INSTITUTIONS

IARSCLE

International Association for Research on Service-learning and Community Engagement (IARSLCE) was held in Boston, Massachusetts in November. Sr. Katherine Feely, SND attended the conference and had the opportunity to learn from leading researchers and experts in the field, network with colleagues, and collaborate with other AJCU service-learning directors in attendance.

Gulf-South Summit for Service-Learning and Civic Engagement

Sr. Katherine Feely, SND and Maryellen Callanan attended the Gulf-South Summit April 13–15, 2016 in Savannah, Georgia and presented a workshop entitled “An Integrative Model on Student Formation and Leadership in Service”. The focus of this year’s gathering was on diversity and inclusion, community-engaged scholarship, and student leadership.

R.E.A.L. EARLY COLLEGE PROGRAM

The Relevant Experiential Active Learning

(R.E.A.L.) Early College Program is a collaboration between 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 junior and senior 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.

19 HIGH SCHOOL
STUDENTS

11 JOHN CARROLL
MENTORS

- During the 2015–16 academic year, 19 R.E.A.L. Early College high school students took classes at John Carroll. 11 JCU student mentors helped to facilitate their transition from high school to college.
- The 8 students in the first Early College cohort all graduated from high school in June 2016 and have all been accepted into colleges of their choice at the following colleges and universities:

John Carroll University
Bowling Green State University
Case Western Reserve University
Eastern Michigan University
University of South Florida
Ursuline College

8

STUDENTS HAVE BEEN ACCEPTED
INTO COLLEGES OF THEIR CHOICE



REGIONAL AND NATIONAL RECOGNITIONS RECEIVED

President's Higher Education Community Service Honor Roll

John Carroll University was awarded the President's Higher Education Community Service Honor Roll for the eighth consecutive year. Distinction was granted for our work in the Education category, Economic Opportunity category 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.

Higher Education National Civic Engagement Award

The "We the People" Service-Learning program was one of five national recipients of the New York Life Higher Education Civic Engagement Award. The award recognizes institutions achieving breadth and depth of civic engagement through mutually transformational community partnerships that define and address issues of public concern at any level from the local to the global. CSSA staff member Liz Deegan traveled to Washington, D.C. to receive the award along with Fr. Robert Niehoff, Dr. Margaret Finucane and Dr. Shirley Seaton. This national award provides funding for four academic internships for JCU students with the Washington Center in Washington, DC.

The 2016 National Campus Compact Newman Civic Fellows Award

The Newman Civic Fellowship honors inspiring college student leaders who have demonstrated an investment in finding solutions for challenges facing communities throughout the country. **Robin Goist '18** was recognized nationally for her demonstrated commitment to service and civic leadership in the Cleveland community as a scholar in John Carroll's Arrupe Scholars program and as a leader in the Ohio Student Association. Through her concerted efforts at constituency building, educating and advocating, she has addressed key issues of the day, educated others, and mobilized students to respond.

The 2016 Ohio Campus Compact Charles J. Ping Student Service Award

The Charles J. Ping Student Service Award recognizes and honors undergraduate students from Ohio Campus Compact member campuses for their outstanding leadership and contributions to community service or service-learning on their campus and within their community. **Adam Chaney '17** was the recipient of this state-wide award for his dedication to service in the Cleveland community as a scholar in John Carroll's Arrupe Scholars program and as a leader in the "We the People" Service-Learning civic education program.

RECOGNITION AND AWARDS GIVEN

Robin Goist '18 was the sophomore class recipient of JCU's **2016 George B. Sweeney Endowed Campion Award for Service**.

Marina Giannirakis '17, was the junior class recipient of the **2016 George B. Sweeney Endowed Campion Award for Service**.

Peter Bernardo was the recipient of the **2016 Staff Service Award**.

Dr. Phyllis (Penny) Harris, was the recipient of the **2016 Curtis W. Miles Faculty Award for Service**.

The **2016 Varsity Team Service Awards** were awarded to the Women's Soccer Team and Men's Football Team.

The **2016 Greek Service Awards** were awarded to Kappa Alpha Theta sorority and Sigma Phi Epsilon fraternity.



POPULAR PROGRAMS

“We the People” Service-Learning Program

Civic education is essential for a vibrant democracy. The “We the People” Service-Learning Program sends teams of tutors each week to fourth and eighth grade classes in Cleveland and East Cleveland to help students learn about the U.S. Constitution and its importance for their lives. This year-long program of study culminates with an opportunity to showcase their knowledge at culminating events. The fourth graders attend a mock congressional hearing and the eighth graders attend the Youth for Justice Summit hosted on John Carroll’s campus in May. In the program’s nearly ten year existence, **477 Carroll students** have tutored more than **3,100 students**.

- **95 JCU Tutors** had a presence in **10 Cleveland-area public and private schools**, reaching more than **400 children** in Cleveland and East Cleveland.



- JCU Tutors contributed **1,074 hours** of service.
- The “We the People” Service-Learning Program received the 2015 New York Life Higher Education Civic Engagement Award.

Carroll Reads

The Carroll Reads Early Literacy program is a research-based early intervention program for children in grades K-3. The program is designed to address and close the learning gaps for students who are not reading near or at grade level. Each week JCU tutors spend two hours tutoring children one on one.

- **29 JCU tutors** reached **54 children** in two local schools: Shoreview Elementary and Marion-Sterling Elementary School.
- JCU students contributed **690 total hours** of service.

Carroll Ballers

This student-led innovative youth mentoring program at the Cuyahoga County Juvenile Detention Center (JDC) and Cuyahoga Hills Youth Detention Center (CHYD) engages youth in character building, goal setting and peer to peer mentoring through engaged conversation, a shared meal and basketball.

- **141 total participants** were involved in the program in 2015-16.
 - + 89 male participants at JDC
 - + 39 female participants at JDC
 - + 13 male participants at CHYD
- JCU students contributed **1,903 hours** of service and served more than **1,500 youth** who were residents in the detention centers.

1,903 HOURS OF SERVICE

1,500 YOUTH SERVED





Greater Cleveland

Habitat for Humanity
2015 Stockyards Initiative



This house is built in honor of
Pope Francis

*and is made possible through an
anonymous donation*

The purpose of this house is to:

- Honor Pope Francis for his commitment to social justice
- Provide a unifying, celebratory opportunity for both Catholics and non-Catholics to work together towards a common goal (as Pope Francis has encouraged)
- Further Habitat's mission of building and preserving homes

Catholic Church
volunteer

**JOHN CARROLL
UNIVERSITY**
Class of 2018

JSUITS

JOHN CARROLL
UNIVERSITY



CAMPUS COLLABORATIONS

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

Admissions

- Supported Blue Streak Preview Days and the annual class celebration.

Alumni Relations

- Facilitated alumni involvement in service activities and campus workshops.

Arrupe Scholars Program

- Promoted and supported all Arrupe events and programs.

Athletics

- Awarded the Second Annual Varsity Team Service Awards to the Women's Soccer and Men's Football teams.
- Connected Men's Baseball, Women's Soccer, Women's Golf, and Men's Football, with special service days.
- Organized a weekly tutoring service activity for 12 Men's Football players at Noble Elementary.
- Engaged more than 100 Men's Football players and coaches in Jesuit Day of Service.

100+

MEN'S FOOTBALL
PLAYERS ENGAGED IN
JESUIT DAY OF SERVICE

Boler School of Business

- Supported the planning and logistics of Boler Community Day for 123 participants.
- Worked with Dr. Jerry Weinstein to provide Volunteer Income Tax Assistance in February, March, and April.

Campus Ministry

- Co-sponsored Post-grad Volunteer Fair.
- Provided a leader for the Nepal and Immokalee Immersion Trips and the Manresa retreat.

Government and Community Relations

- Coordinated visits from State Rep. Stephanie Howse, and John Ryan, State Director for US Senator Sherrod Brown, to the Fatima Family Center.
- Provided transportation for JCU faculty and staff to the Thomas Jefferson Elementary School tour and orientation.
- Partnered for Streak the Vote and Constitution Day activities.
- Mapped JCU student service hours by city and ward.

Grasselli Library

- Organized staff service activity.

Greek Life

- Organized the Greek Week service event at Boys and Girls Club as part of Jesuit Day of Service.
- Facilitated the Panhellenic Council service project at Hattie Larlham.
- Supported the Shampoo for the Red White and Blue collection drive.
- Partnered with Sigma Phi Epsilon fraternity for Operation Hydration.
- Awarded the Greek Service Awards to Kappa Alpha Theta and Sigma Phi Epsilon.

Human Resources

- Organized staff service activity.

Mission and Identity

- Organized the Social Analysis Workshops, the Celebration of Service Awards Ceremony, the "In Their Own Voices" Refugee Panel, and the Frontiers of Justice Tour of Cleveland for Ignatian Heritage Week.
- Coordinated staff Mission Leave activities including Fatima Fun Day, Cleveland Neighborhood Project, Youth for Justice Summit, and We the People Mock Congressional Hearing.

Registrar's Office

- Coordinated Registrar staff service activities at Lutheran Metropolitan Ministry and Family Promise.

Residence Life

- Organized the RA Service Day for 46 RA's at Montefiore and Rose-Mary Center.

Student Engagement Office

- Organized the annual Cleveland Neighborhood Project for Living the Mission Day.
- Facilitated service activities during all summer orientations.
- Served on Leadership Work Group and Programming Group committees.
- Served on the Streak the Vote working group.

Students for Social Justice

- Promoted events and meetings.

University Advancement

- Awarded the Staff Service Award to Peter Bernardo.

A LISTING OF SERVICE-LEARNING COURSES OFFERED IN 2015–2016

Fall 2015

Dept	Course	Title	Faculty	Service
AR	150	Arrupe Scholars for Social Action Orientation	Brown-Cornelius & Millet	Weekly
AR	350	Arrupe Scholars Junior Experience	Schiavoni	Project-Based
AR	450	Arrupe Scholars Senior Capstone	Carreon	Project-Based
BL	260	Poverty and Disease	Lissemore	Weekly
CO	390	Intercultural Communication	Han	Weekly
CO	286	Media Literacy	Finucane	Weekly
ED	350, 452	Multicultural Education in a Pluralistic Society	Connell / Ellenwood / Ford	Weekly
ED	253	School & Society	Ford / Connell	Weekly
EN	299	Poverty in American Literature	Rosenthal	Weekly
EPA	201	Foundations in Exercise Science, Physical Education & Sports Study	Beigie	Weekly
ER	120	Poverty & Social Entrepreneurship	Mauk	Weekly
HR	352	Human Resource Management	Miguel	Project-Based
HS	297	Special Topic: El Salvador	McGinness	Project-Based
MK	341	Advertising & Brand Promotion	Wu	Project-Based
MK	495	Strategic Value Co-Creation	Facca	Project-Based
MK	402	Market Analysis	Facca	Project-Based
MN	v	Business Communications	Shefchek	Weekly
MN	495	Leadership Philosophy	Smith	Project-Based
PO	101	United States Politics	Stiles	Weekly
PO	101	United States Politics	Swearingen	Weekly
PO	101	United States Politics	Schiavoni	Weekly

Spring 2016

Dept	Course	Title	Faculty	Service
PS	262	Adolescent Development	Chase-Carmichael / Masterson	Weekly
PS	455	Child/Adolescent Psychopathology	Chase-Carmichael / Masterson	Weekly
PS	375	Clinical Psychology	Ben-Porath	Weekly
PS	489	Hospitalized Child	Swenson	Project-Based
PS	407	Psychology of Autism	Masterson	Weekly
PS	487	Adoption Network Scholars	Swenson	Project-Based
SC	111	Introduction to Social Justice	Clark	Weekly
SC	385	Poverty, Welfare, & Social Justice in the United States	Harris	Project-Based
TRS	101	Introduction to Theology & Religious Studies	Freyhauf	Weekly
TRS	205	New Testament Introduction	McGinn	Weekly
TRS	329	Special Topic: Salvadoran Witness	McGinness	Project-Based
TRS	101	Introduction to Theology & Religious Studies	Sloan	Weekly
TRS	101	Introduction to Theology & Religious Studies (HNRS)	Hahnenberg	Weekly
TRS	101	Introduction to Theology & Religious Studies	Merugu	Weekly
TRS	101	Introduction to Theology & Religious Studies	Carney	Weekly
TRS	101	Introduction to Theology & Religious Studies	Wilson-Reitz	Weekly
TRS	101	Introduction to Theology & Religious Studies	Phillips	Weekly
TRS	101	Introduction to Theology & Religious Studies	Halusker	Weekly
WG	450	Women's and Gender Studies Capstone	Needleman-Newman	Weekly



Center for Service and Social Action • AD 32

jcu.edu/service • 216.397.4698