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John Carroll University

CENTER FOR SERVICE AND SOCIAL ACTION

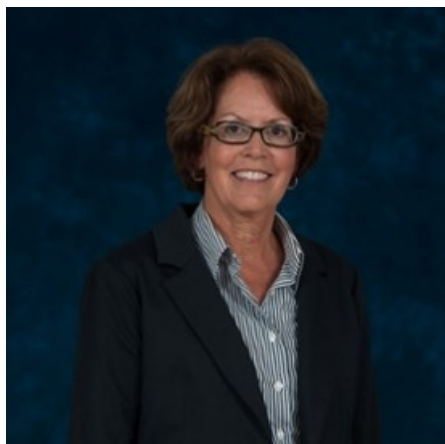
2017 | SPRING/SUMMER EDITION



Jesuit Day of Service 2017 brought out the best in JCU's Football Team, even in the rain. The team is pictured here as they transformed the Fatima Family Center.

Dr. Julie Hatcher Shares Expertise in Service-Learning

Dr. Julie Hatcher came to John Carroll in early February during Ignatian Heritage Week for a series of workshops and faculty working sessions to share her expertise in service-learning and facilitating critical reflection



Dr. Julie Hatcher, Executive Director, Center for Service and Learning, Indiana University—Purdue University Indianapolis

in the classroom. Dr. Hatcher is a nationally recognized leader in the field of academic service-learning. She is the Executive Director of the Center for Service and Learning and Associate Professor of Philanthropic Studies at Indiana University-Purdue University Indianapolis (IUPUI). Her research and scholarship focus on civic learning outcomes in higher education, philanthropic motivations of professionals, the philosophy of John Dewey, and the role of higher education in civil society.

Dr. Hatcher was instrumental in integrating service into the educational culture at IUPUI and cultivating civic engagement as a distinct aspect of campus mission. The Center for Service and Learning is recognized as one of the leading centers of its kind in the nation.

Dr. Hatcher offered three different presentations targeted to different audiences at JCU. The first workshop, "Reflection: Making Meaning of Experi-

ence" was targeted to several working groups who have been striving to move the university to a common understanding and model for reflection both in and out of

Dr. Hatcher explored ways to deepen discussion, foster critical reflection, enhance student engagement, and assess student civic outcomes.

the classroom. The audience was composed of faculty and staff looking for tools to help deepen the reflection process in curricular and co-curricular activities.

The second presentation, "Trends in Engaged Learning for Jesuit Higher Education" was open to the entire campus community as part of the lunch keynote during Ignatian Heritage Week. Dr. Hatcher explored the traits and characteristics of

(Continued on p. 2)

what it means to educate civic-minded graduates and professionals. She noted the growing body of literature and research that supports experiential learning, service-learning, and civic engagement as essential elements in today's higher education climate. She noted that every single person on campus, no matter their role or title, play a part in fostering these values and mindsets for the common good.

Dr. Hatcher presented how to link learning outcomes and teaching methods with the latest research, relevant experience, and the vision towards graduating civic minded graduates.

The third and final presentation, "Teaching and Learning in the Ignatian Tradition: Faculty Workshop on Engaged Learning" was a hands-on working session for faculty bringing theory to practice in experiential learning course design and development. Faculty were encouraged to bring a syllabus in use or in development to maximize the practical applications of the workshop. Dr. Hatcher presented a draft rubric for measuring Civic Engagement which is currently in development as part of her consultation with the Association of American Colleges and Universities. It stimulated conversation and helped move the workshop content to the practical applications it provides.

Dr. Hatcher's scholarship and research are well recognized, with more than forty publications co-authored and authored. Most recently, she has co-edited two volumes in the IUPUI Series on Service-Learning Research. She routinely presents findings from research and program evaluation at national and international conferences and annually facilitates the IUPUI Research Academy on service-learning.

Dr. Hatcher's visit helped move JCU forward in linking our learning outcomes and teaching methods with the latest research, relevant experience and the vision towards graduating civic minded graduates who make a difference in the world. The evaluations clearly demonstrated the success of her work and time with us. We are grateful for all she offered our campus community. ■

Humanize, Accompany, and Complicate: The Kino Border Initiative

by Sr. Katherine Feely, Director

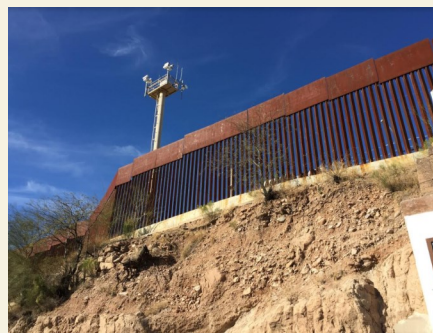
Jesuit University faculty and staff across the country are getting a 360° look at immigration through the work of the Kino Border Initiative (KBI). The KBI was established in 2008 to

"Our willingness to defend migrants is a matter of life or death in the most literal sense. Our willingness to protect the institution of the family is critical to the well-being of society."

*-Fr. Sean Carroll, S.J.
Executive Director—KBI*

respond in to the unique challenges and needs at the U.S./Mexico border, and to work toward a more humane immigration policy that keeps families together, protects human rights, and affirms the dignity of all people.

As a participant in the Ignatian Colleagues Program (ICP) Cohort 9, I spent a week in Nogales, AZ on both sides of the U.S./Mexico border with KBI to learn first-hand about the realities, complexities and human stories connected to immigration, stories that go far deeper than sound-bite news. The purpose of the immersion trip was three fold: to humanize the issue, accompany those who are on the move, and complicate



The U.S./Mexico border wall

our understanding of a very complex issue. All three goals were achieved in spades.

The work of KBI is impressive. The organization literally spans the U.S./Mexico border. Kino has three major program areas: humanitarian aid, education, and research and advocacy. Kino staff provide humanitarian aid, serving two meals a day, 365 days a year, at the KBI *comedor* in Nogales, Sonora, Mexico.



A banner adorns the outer fence of the KBI comedor.

In their *comedor* (dining room) migrants who have either just been deported or who have just arrived from further south to try to cross the border receive pastoral support, clothing, toiletries, basic first aid, and government referrals when needed. We would serve the meal to those in the *comedor* and then listen intently to those who were willing to share their stories. Through the course of the week we met hundreds of men, women, and children who all wanted the same thing: a better life, safety and security, a united family. Their stories were heart-wrenching.

Kino also hosts a temporary shelter for women and children called Nazareth House which offers safe haven and accompaniment to migrant women and children after the dangers and stresses of their journeys. *(Continued on next page)*

To raise awareness about immigration issues, the KBI offers presentations and workshops in the U.S. and Mexico. Through the immersion experience, we were exposed to the reality of the border as we attended lectures, served the migrants at the *comedor*, visited the shelter, met with U.S. Border patrol agents, and watched a deportation trial in Nogales.

We spoke with a deportation judge who shared his views on the immigration process; we celebrated mass with ranch owners whose land lies on the border, had lunch with a woman seeking asylum, and walked the Migrant Trail to experience just how treacherous and unforgiving the terrain is. The first-hand experience transformed our views and understanding of the complexity and perspectives surrounding immigration.

The KBI collects data from the migrants who visit the *comedor* and Nazareth House, publishing reports about abuses and family separation to provide information to government agencies and the public. The KBI is also a research destination for scholars and students investigating immigration issues and policy solutions. Finally, KBI staff advocate on behalf of individuals and families who require assistance to reunite with their families or seek legal status in the U.S.

This eye-opening experience has left a profound impact on each participant, expanded our awareness and called each one of us to action and advocacy. To honor those we met and those seeking a better life. Immigration stories in the news and the rhetoric surrounding the issues takes on a different tone and level of interest.

We have come away with an experiential grounding, a new grasp of the complexities of the issues, stories that have transformed and impacted us. On the whole, KBI allowed each one of us to humanize the issue, accompany those on the journey, and complicate the issue through a 360° perspective. ■

Kino Border Initiative
Iniciativa Kino para la Frontera

**Most needed items
for the families at the *Comedor*:**

- Travel size toiletries (toothpaste, shampoo, soap, deodorant, lotion, razors)
- Men's pants sizes 28 to 34
- Women's small pants
- New, small, men's and women's underwear
- Men's shoes sizes 8 to 9.5
- Women's shoes sizes 5 to 8.5
- Socks
- Winter hats and gloves
- Small men's and women's jackets and sweatshirts

See: <https://www.kinoborderinitiative.org/get-involved/donate/> for more information



Members of Cohort 9 as they met with U.S. Border Patrol in Nogales, AZ



The border wall with surveillance cameras and Border Patrol in view.



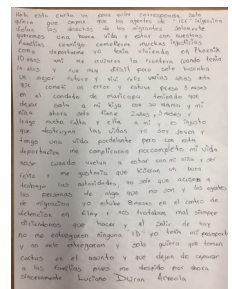
The treacherous desert terrain.



Fr. Pete Neely, S.J. showing items left behind in the desert.



Colleagues sorting beans to prepare the noon meal for the people in the *Comedor*.



A hand written note found in the desert addressed to loved ones left behind.

2017 Service Award Recipients



2017 Service Award recipients from left to right: William DiPasquale, '18, Mrs. Nancy Coyne, Dr. Thomas Bonda, and Leanne Tang, '19.

The 2017 Celebration of Service Awards recognize students, faculty and staff who live and embody the mission of John Carroll University to be of service on campus and in the community. Below are highlights of this year's recipients and their accomplishments in the order pictured above.

William DiPasquale, '18, a Cell and Molecular Biology major and an Arrupe Scholar from Rochester, New York, is a recipient of the **Campion Service Award**. Will has been a participant and coordinator in the Carroll Ballers program at the Cuyahoga County Juvenile Detention Center. In the summer of 2016, Will was selected and awarded one of only four Shepherd Internships. He spent the summer in Louisville, Kentucky working with a homeless advocacy agency. Will also serves the JCU community as a member of the JCU EMS team responding to medical emergencies that arise on campus and responding with comfort and care.

Nancy A. Coyne, the former Administrative Assistant to the Director of Athletics, is the recipient of the **Staff Service Award**. She was the founding director of the National Cleft Lip (CLP) and Palate Association. Nancy was trained at University Hospitals in Cleveland and for the past 40 years she has dedicated herself to CLP families in their time of need. To this day, hospitals call her for patient new birth related visits, and she is often invited to speak at various medical seminars for doctors and nurses about her experience as both a parent and volunteer counselor

for CLP. Nancy has also been heavily involved in serving the community over the years through her involvement with numerous agencies and organizations including Lake County Extension, the Infant Outreach Network, grief support work, and fundraising for a wide array of causes.

Thomas J. Bonda, J.D. is the recipient of the **Curtis W. Miles Faculty Award** for Community Service. Tom has been involved in the greater Cleveland community working with various non-profit and civic organizations including the American Cancer Society Volunteer Leadership Council (board) for greater Cleveland, the National Junior Tennis League, Hill House, The Ohio Film Commission, and the Orange City Schools Board of Education. During his time at JCU, Tom has been very involved in the development of the Entrepreneurship Minor, coaching students in local and regional competitions, assisting in the organization of Innovation/Creativity Days at JCU, and bringing high school students to campus for workshops and competitions. Tom serves as the advisor of the Entrepreneurship Minor Club and organizes the Entrepreneurship Minor Speaker Series.

Leanne Tang, '19, a Biochemistry major from Brook Park, Ohio minoring in Biology and Catholic Studies, is a recipient of the **Campion Service Award**. She is involved in CSSA's Youth for Justice program. For the past four years, Leanne has also been involved with the Cleveland Leadership Center as part of their

"Look Up to Cleveland" program. Leanne has served as a peer mentor and researcher at the Cleveland Clinic Children's hospital where she conducted research on the causes and consequences of pediatric obesity in greater Cleveland. Leanne serves the JCU Student Union as a class senator, is a work-study student in Campus Ministry, participated in the Honduras Immersion trip as part of a medical brigade, and is a recognized and committed leader in service to others. ■



JCU Students Win State and National Service Awards



Zach Thomas, Sr. Katherine, and Kathleen English

Zachary Thomas, '18 received the **2017 Newman Civic Fellows Award** for his vision, leadership and commitment to civic engagement both on the campus of John Carroll and throughout the community. Zachary has worked with other students and his English professors to create "Writers in Residence." The program engages JCU students and youth in the Cuyahoga County Juvenile Detention Center and Cuyahoga Hills Juvenile Correctional Facility in a creative writing program.

Kathleen (KTB) English, '18 is the 2017 recipient of the **Charles J. Ping Student Service Award**. KTB is a member of the Arrupe Scholars program and recently completed her third year as co-chair for the Fatima Food Drive, a Thanksgiving food drive that provides 125 families with a Thanksgiving meal and groceries for a week. She also tutors at a local school in Cleveland and works with girls at the Cuyahoga County Juvenile Detention Center. ■

STUDENT VOICES

What skills did you learn or strengthen through the CSSA student trainings this semester?

“

“I now am comfortable with talking to anyone from any background without feeling "awkward". The ability to listen with a purpose is something that I will take with me in every encounter I have.”

“I am able to better communicate with a population that I previously was not able to relate to. Now, I feel as if there are more things relating us than distancing us.”

“I was surprised as to how quickly I made an impact on the students. After the first day, I was greeted with a hug and smile each time; I could really feel the connection I had made and often think about them and hope they stay on the right path in life.”

“It enhanced my understanding by observing diversity at the root of my city where I could see it at a new level.”

”

Give Pulse: A Platform That Will Simplify and Facilitate Student Involvement in Service Activities

All 2017 will bring an exciting change for the Center for Service and Social Action—a new web platform called Give Pulse will be launched to provide a much simpler, more robust, and visually appealing interface for students to find, register for, and participate in service and service-learning activities.

This new and dynamic platform will provide students with a much easier interface to navigate. The platform provides a new and improved opportunity for JCU students to find service-learning and community service opportunities throughout Northeast Ohio. Students will be able to quickly and easily locate and explore service activities, causes, and organizations in the community that meet their interests or course requirements.

The new Give Pulse platform will enable CSSA staff to easily manage partnerships, memberships, registrations, communication, data collection, hours, reviews, reflections and feedback, and make sense of it all.

Give Pulse was founded in Austin, Texas, in 2012 by George Luc as a tool for anyone to list, find, organize, and measure social impact initiatives in the community. Since its founding, hundreds of organizations have used Give Pulse to recruit volunteers and millions of impact hours

have been recorded across the country in those organizations.

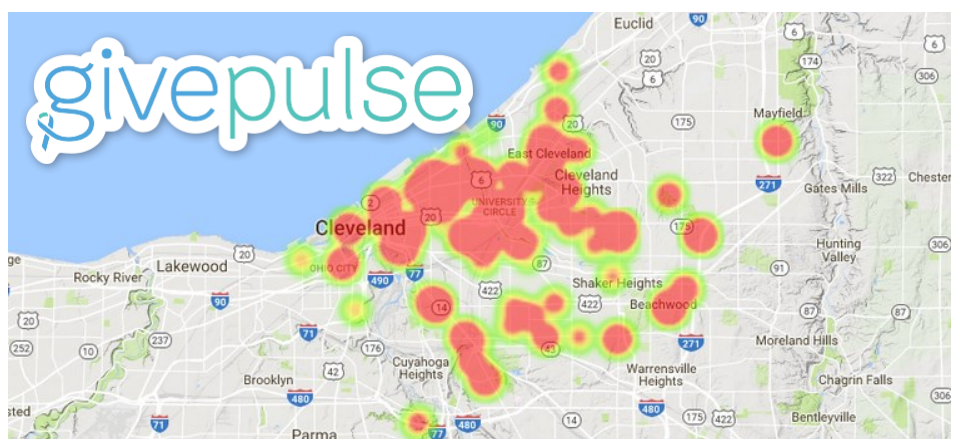
Give Pulse will replace a system CSSA has used since 2007 which is increasingly obsolete and hard to navigate. In 2016-2017 alone, CSSA facilitated service for nearly 1,500 students. A new system is

In 2016-2017 CSSA coordinated the registration and engagement of more than 1,500 students involved in weekly service.

needed to update our student interface and provide greater ease of use.

Some new features CSSA will enjoy include, visual mapping of impacts across the region, in-platform reflection capability, attendance tracking with a mobile app, community partner usability, in-platform communication with registrants, and a fully customizable user interface to meet the needs of students, faculty, staff and community partners.

Give Pulse is quickly becoming the premier tool for colleges and universities committed to service-learning and civic engagement. Migrating to this new system will help us continue to make an impact. ■



The “heat map” above shows the impact JCU students are having in the region and is one example of the enhanced features included in the new platform.

Faculty Spotlight: Dr. Philip Metres

Dr. Philip Metres, current Director of the Peace, Justice, and Human Rights Program (PJHR) has been involved with programs such as issues since his undergraduate studies at the College of the Holy Cross. "I was part of a student advisory board for the inaugural Peace and Conflict Studies concentration...[and] those courses were absolutely formative to my intellectual, political, and artistic development," recalled Dr. Metres.

“Becoming the director of the Peace, Justice, and Human Rights (PJHR) program has been the fruition of a long and passionate interest in making the world a more just and peaceful place.”

Despite a few years passing since his time at College of the Holy Cross, PJHR studies are still novel on many college campuses, in fact our own program at John Carroll started just less than a decade ago under the direction of Dr. Richard Clark. Since the program's founding there has been and continues to be incredible activity within it.

In talking about the development of the program Dr. Metres admits that "...[the University] has relaxed some requirements to make the minor and major more approachable..." but that the program is far from consolidating. In fact, the Peace, Justice, and Human Rights

program is increasing their collaboration with other academic organizations on campus, such as the Arrupe Scholars program, Campus Ministry, Women and Gender Studies, and the CSSA to enable students to take their passion to the next level.



Dr. Phil Metres: Author, Poet, JCU English Professor and Director of the Peace, Justice, and Human Rights Program.

With this advancement, Dr. Metres hopes the program will continue to draw new students to deepen partnerships with student and university organizations, foster community between students, faculty, and staff, and also form students individually, on intellectual, personal, and professional levels, in

hopes of changing the culture and conversation around peace and justice.

These might sound like lofty goals for one academic department on our campus, but the fact is, Dr. Metres has been shaking up the campus for a while now. Just this year, the PJHR Program has sponsored events including the Hopkins program of Irish writers, Rebecca Davis of MindLeaps, speakers representing the Coalition of Immokalee Workers, and Dr. Craig Howe of the Lakota people. In addition, PJHR has either assisted or sponsored student projects addressing migration, border crossings and refugees, poverty on Native American reservations, and the list goes on.

“Maybe you went on an immersion trip and your mind and heart were opened by the difficulties of undocumented immigrants, or migrant workers, or Native Americans. What do you do with that new awareness, that *metanoia*?”

The program's reach extends beyond Ohio to Northern Ireland and Ireland, where the program engages students and faculty in a two-week academic immersion experience encountering the culture, geography, history, and lives of the unforgettable people...who survived the Troubles and now work for peace and justice. This experience is a transformative one that engages students

(Continued on next page)

IMPACT Conference—JCU's Student Leaders Engage

This past February, CSSA sent juniors, Robin Goist and Kathleen (KTB) English, with staff member JP Grauly to the IMPACT Conference at Washington University in St. Louis, MO to engage in service, activism, politics, advocacy, and other socially responsible work with staff and students from around the nation. The IMPACT Conference is historically the largest national gathering of student leaders, administrators, faculty and staff committed to engaging students in service, activism, politics and advocacy. The conference builds on the leg-

acy of the student service and civic engagement movement. This conference was the 33rd annual convening.

Our three delegates spent four days in St. Louis delving deeper into the service-learning experience and learning from others who are part of the national student service movement. "We were able to attend workshops put on by other colleges and universities and to learn about what other people and schools are doing around the nation," said JP Grauly. The conference

(Continued on page 8)



academically through courses and physically through immersion to examine and experience *metanoia*.

Students who minor in PJHR come from a variety of different major disciplines. Dr. Metres explains, “it is so easy now to complete a minor that you might already be one or two courses away without even knowing it!” A plethora of courses across a number of disciplines count as electives—from English to Entrepreneurship, from Theology to Psychology, from History to Political Science.

Regarding students who elect to pursue a PJHR major, Dr. Metres explained that the decision often stems from a passion about a particular issue—refugees, immigration, climate change, gender equality, racial justice, ending war, and more. Becoming a major enables students to take that passion to the next level—to do a research project and then a capstone internship in the field that may enable students to truly begin to make a difference. PJHR as a program stands at the

nexus of theory and practice, where academic discipline and social engagement meet.

As the Peace, Justice and Human Rights program evolves under the direction of Dr. Philip Metres, program developments and activities will be chronicled in their newsletter, “Love, Study Struggle”. The newsletter contains stories about the program and its events as well as the faculty, students, and guest speakers who are part of the PJHR community.

Dr. Metres’ goals as Director are to assist PJHR students in their intellectual, personal, and professional formation, to help them move from academic success and into the post-college world; to deepen the partnership with student and university organizations that want to promote programs that further the University’s learning goals, helping to change the conversations about peace and justice at JCU; and to create community, where students, staff, and faculty can gather and share resources, stories, and projects. ■



Service-Learning is most effective when:

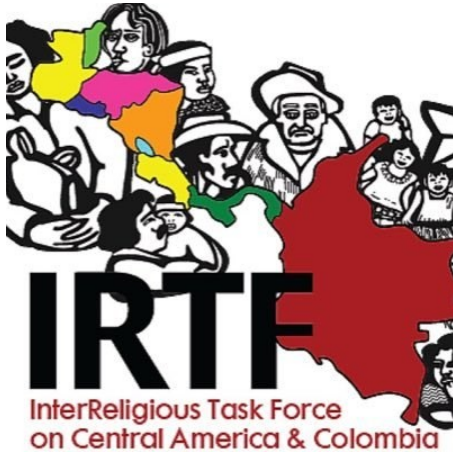
- Learning outcomes are clearly defined.
- Planning takes place before course begins to identify relevant service activities.
- Students clearly understand the connection between the service activity and the course.
- Reflection takes place before, during, and after the service experience.
- Discussions in class emphasize the connection between course content and experience.
- Assessment measures knowledge, not the service experience.

Types of Service-Learning

- Direct service—requires personal contact with people in need.
- Indirect service—working “behind the scenes;” often centered in channeling resources to a problem.
- Community-based research—a partnership of students, faculty, and community partners who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change.
- Advocacy—requires students to lend their voices and talents to the effort of eliminating the cause of a specific problem, and/or increasing public awareness.

Interreligious Taskforce on Central America Brings Issues to Light for JCU Students

The Center for Service and Social Action, Campus Ministry, and the Center for Student Diversity and Inclusion brought together student leaders on our campus to attend the Interreligious Task Force (IRTF) on Latin America's 17th annual Social Justice Teach-In hosted by Case Western University.



The Teach-in is a collaboration of a number of local nonprofits, religious organizations, and international organizations whose members were able to present on some key issues including practicing non-violence, labor solidarity and justice, religious movements, and cross-border alliances. This event offers opportunities to learn about critical human rights issues

and to practice hands-on organizing in the name of peace, justice, and human rights. John Carroll was represented by roughly 20 students out of the 600 or more participants from local high schools, colleges, and community organizations that attended the Teach-In this year. The theme of "Power Concedes Nothing," focused on how to promote engagement and inclusivity in social movements through the identification of power dy-

standing together, she spoke to how diversity and inclusivity are vital in the effectiveness of all social movements. The Peace Poets, a New-York based collective of artists performed for both the kick-off and closing concerts, showing participants how to "examine and advocate for life through music and poetry." Through song, poetry, and verse, the poets called students to stand together for nonviolence and social change.

"It was inspiring to be in a room filled with people who were passionate about making a difference in whatever way they can."

-Angela Aviquivil '19

The 15 workshops offered opportunities for students to learn from and collaborate with each other, address the most pressing issues, and identify strategies to bring back to their own campuses. This was a great way for campus leaders to connect with other leaders in the community and reignite our University's passion for advocacy and action through individuals.

namics.

The day's events included a keynote speaker, an opening concert, workshop sessions, and a closing concert. Dr. Lisa Brock, the Academic Director of the Arcus Center for Social Justice Leadership and Associate Professor of History at Kalamazoo College was this year's keynote speaker and shared her insight on race, gender, class, and global inequalities from the perspective of a historian and an activist. Discussing the power of

"It was inspiring to be in a room filled with people who were passionate about making a difference in whatever way they can," said participant, Angela Aviquivil, '19. For her, the Teach-In served as, "the perfect push to get informed about issues...and to also inform those around me about the injustices happening in our world today." Other participants also recognized the Teach-in's ability to inform and inspire, serving as a catalyst for JCU students to become men and women for others. ■

IMPACT CONFERENCE

service | action | advocacy

shed light on different models of service-learning and showcased individual community members who are excelling in their commitments when it comes to service, action and advocacy.

One panel of particular interest was a group of Ferguson community members who openly and eloquently articulated the issues still faced in the American consciousness towards the inequalities our society perpetuates and have always perpetuated. "Our delegates were able to

hear from these amazing community leaders about how they used their experiences to draft a response and action plan to address moving forward, making for one of the most inspiring talks I've heard in my three years of college," reflected KTB English.

The JCU delegates also presented a workshop, "To Service and Beyond," which showcased the way John Carroll prepares students for service and facilitates reflection. "It was really good to present our model and show others how we prepare for service before, during, and after," said JP, and KTB agreed, "I didn't realize how strong our service program is...I left the conference proud to be representing John Carroll and CSSA."

In the workshop, Robin and KTB each presented their service experiences and the ways they were moved to action and advocacy as a result. Robin shared her "Ban the Box" campaign, and KTB shared her leadership and advocacy role with the Honduras Immersion Program.

"This was my first experience giving a presentation in an unfamiliar location to an audience of strangers. It was both a learning experience and rewarding," said KTB English. JP also presented, representing John Carroll as a panelist during a talk on reflection. "When speaking as a panelist, I was able to bring in some of the things I learned from Dr. Julie Hatcher to share with the other conference participants," he proudly recalled. ■

STUDENT VOICES

What was the most significant or meaningful aspect of this service-learning experience for you?



“This service experience was a once in a life time thing. I made some new friends with the people I worked with and I developed leadership skills.”

“Being able to work with kids always brings me joy. The most meaningful aspect was being able to help them understand things more and knowing I was making a difference.”

“I learned that children with special needs need patience, and it reminded me to take things slow in life and in learning.”

“Getting so close to the students I was working with. I could tell that my relationship grew stronger every time I worked with them.”

“People with disabilities still maintain a lifestyle that looks exactly like the rest of us. They just have different challenges they face. We are all different but yet all very similar.”



Community Partner Spotlight: Lutheran Metropolitan Ministry

Situated in downtown Cleveland in the St. Clair-Superior corridor, Lutheran Metropolitan Ministry (LMM), is an organization dedicated to promoting “shalom (peace, well-being, health, harmony, wholeness) and justice (the demands of right relationship in community) through the Christian ministry of service and advocacy with those who are oppressed, forgotten and hurting.”

LMM has worked to identify and address injustices in the Cleveland community for more than 40 years. Today, they continue to serve the community through programs and services in adult support and advocacy, community re-entry, housing and shelter, family services, social enterprise, and youth services.

For the past three years, John Carroll’s Center for Service and Social Action has partnered with LMM in a variety of service-learning activities. In the weekly job club, JCU students assist clients with resume-writing, online job applications, and mock interviews to help clients acquire the skills necessary to find and maintain employment.

John Carroll students also serve in the 2100 Lakeside Homeless Men’s Shelter, the largest homeless shelter in Ohio, which is operated by LMM. Their activities include playing chess with shelter residents, serving an occasional meal, and participating in a passionate discussion of current events with residents, staff, and a former judge.

This semester, CSSA and LMM began a new service-learning partnership with the Chopping for Change program, where women in the Northeast Reintegration Center prison come to LMM for culinary training. This innovative program is aimed at reducing recidivism by ensuring that people in prison have the skills to find a job when they are released.

This semester, 25 JCU students had the privilege of volunteering in a weekly service-learning activity in partnership with LMM. An additional 17 students had the opportunity to volunteer by serving a meal for residents of the 2100 Lakeside Men’s shelter. We look forward to continuing our valuable partnership with LMM in service to the Cleveland community. ■



Left: Students participate weekly in an activity called “Current Events Discussion,” facilitated by a local judge.

Above right: Students visit 2100 Lakeside weekly to help prepare, serve, and share a meal with men who are experiencing homelessness.

Propel Ohio Regional Conference: Exploring Childhood Poverty



In CSSA's Fall Newsletter, we highlighted four students and their experiences attending Senator Sherrod Brown's Propel Ohio Conference at Dayton University. As a follow-up to the large state conference, regional Propel conferences were held for college students to participate in local symposiums. In March, four John Carroll students were able to reconnect with other local college students at Cuyahoga Community College's East Campus to continue their conversations surrounding issues of childhood poverty, food insecurity and homelessness.

One of the most significant aspects for students, however, was to hear from the people and organizations in the community who are already tackling the issue of childhood poverty. Students and community members were able to share stories about what they do in their neighborhoods and on their campuses during panel presentations and break-out sessions. Zach Thomas, a junior, was able to share

Students explored issues of childhood poverty, including health and hunger, education, and housing security.

his efforts as a co-founder of John Carroll's new service program Writers in Residence while others discussed their successes through existing programs at John Carroll, such as Youth for Justice and We the People.

Ryan Brown, a current senior, was inspired by one encounter in particular. "I was in a group with this incredible woman who was homeless with her family for a while, but is now back in school working on her nursing degree," says Brown. "She puts on different events for kids in her neighborhood on the near west side including a "Red Carpet" night. Her story stuck with me and really was interesting to hear."

JCU students who attended, will continue to think through issues here on campus and discuss what they can do about them as they continue to emerge as leaders in civic issues faced locally and at the state level.

“It was an eye-opening discussion that shed light upon the issues Ohio and the rest of the country faces in caring for those in poverty.”

-Sean Freeman '19

Sophomore, Sean Freeman, recounted of his conference experience, "The Propel Ohio Conference was very beneficial and interesting. It incorporated a panel of representatives from several non-profit organizations that work in the greater Cleveland area to improve the lives of those living below the poverty line. They discussed different problems that the impoverished face, especially children. It was an eye-opening discussion that shed light upon the issues that Ohio and the rest of the country face in caring for those in poverty and helping elevate people out of cyclical poverty."

The conference allowed for open conversation to take place. It was a great experience and allowed JCU students to see what other schools are doing to take positive action towards addressing and alleviating poverty in the surrounding communities and throughout the state." ■



Alysia Mandato, '20, Ryan Brown, '18, Zach Thomas, '18, and Sean Freeman, '19, attended the 2017 Propel Ohio Regional conference.

STUDENT VOICES

What was the most significant or meaningful aspect of this service-learning experience for you?

“

“Volunteering at the Juvenile Detention Center really opened my eyes to the results of structural and social injustices occurring everyday.”

“Being able to see the kids’ smiling faces and receive their hugs of gratitude for helping them read was a very humbling experience; I loved getting to see the kids each week and to catch up on the many stories they always had to share.”

“Connecting to the core members and witnessing the intersectionality of the stigma against developmental disorders.”

”

In Spring 2017...

27

faculty taught service-learning courses.

36

service-learning courses were offered.

105

round-trip van trips were made to service activities each week.

114

students were employed by CSSA to serve as Student Liaisons, Carroll Reads tutors, reflection readers, and more.

115

weekly service activities were offered to students.

201

students, faculty, staff, and community members participated in Jesuit Day of Service.

861

students participated in service coordinated by CSSA.

579

students completed a full semester of weekly service.

193

students completed a full semester of project-based community service.

89

students participated in one or more one-time service opportunities.

Spring 2017 Highlights

January

- Sr. Katherine traveled to the **Kino Border Initiative** at the U.S./Mexico border as part of the Ignatian Colleagues Program to gain a 360° look at immigration issues. (see page 2)
- CSSA co-hosted an on-campus **Candlelight Vigil**, in collaboration with the Renee Jones Empowerment Center, for victims of human trafficking to educate, advocate and explore solutions in ending human trafficking.
- CSSA hosted the **Celebration of Service** award ceremony as part of Ignatian Heritage Week honoring the outstanding work in the community done by students, faculty and staff. (see page 4)

February

- **Dr. Julie Hatcher**, Ph.D. presented three dynamic workshops for faculty, staff and students on deepening critical reflection, promoting civic engagement, and bringing best practice to engaged community service. (see page 1)
- **Dr. Kim Lamberty**, Ph.D. came to campus to further explore a university partnership between JCU and Catholic Relief Services as part of the **Global Campus Initiative**. (see page 12)

March

- KTB English '18 receives the **Charles J. Ping Student Service Award from Ohio Campus Compact**, and Zachary Thomas '18 receives the **National Newman Civic Fellows Award** for John Carroll University. (see page 4)
- Maryellen Callanan and Sr. Katherine met with a group of women entrepreneurs from **Volgograd, Russia** who wanted to learn about the varied ways promote the civic engagement of our students.

April

- CSSA sponsored the **2017 Jesuit Day of Service** with 5 work sites and 201 participants involved.
- Women's Softball and Men's Wrestling received the **2017 Varsity Team Service Award**.
- CSSA hosted an end of the year reception for **Service-Learning Faculty**.
- CSSA completed migration to a new service activities database, **Give Pulse** (see page 5).

May

- The **Youth for Justice Summit** took place on campus on with 6 schools, 147 8th grade students, and 35 JCU tutors participating this year.
- The **"We The People" Mock Congressional Hearing** was held on campus with eight schools, 222 fourth grade students and 24 JCU tutors participating this year.
- Sr. Katherine was invited to a first-ever convening of **Academic Centers on Catholic Social Teaching with Cardinal Turkson and Cardinal Tomasi** of the Vatican Dicastery on Integral Human Development at Georgetown University.

June

- Samantha Cocco and Sr. Katherine presented an assessment workshop at the Midwest Campus Compact conference on "Assessing Impacts of Service and Service-Learning on Student Attitudes and Engagement."
- CSSA staff attend the Midwest Campus Compact Conference hosted at Loyola University, Chicago, IL.

Educating and Acting for Solidarity in the World

In February 2017, Dr. Kim Lamberty, Director of University Mission and Engagement for Catholic Relief Services (CRS), joined John Carroll's students, staff, and faculty in dialogue around educating and acting for solidarity locally and globally.

Dr. Lamberty was invited by Dr. Ed Peck, JCU's Vice President for University Mission and Identity, to explore the possibilities of a partnership between JCU and CRS as part of their Global Campus initiative. The CRS Global Campus initiative is a mutually beneficial relationship that gives the university's students, staff, and faculty access to CRS experts, resources, and international projects around the globe.



Dr. Kim Lamberty of CRS.

The CRS resources have the potential to enhance John Carroll's research and teaching excellence while advancing JCU's commitment to forming men and women for and with others.

Dr. Lamberty is an expert in her field. She has a master's degree in International Affairs from Columbia University and a Doctorate of Ministry from the Catholic Theological Union.

She has been involved in justice, peace, and community engagement programs for over 25 years; authored the book, *Eyes from the Outside, Christian Mission in Zones of Violent Conflict*; and is an associ-

ate editor of the journal *Missiology: An International Review*. Dr. Lamberty is also the co-founder and president of Just Haiti, an organization working to develop partnerships between coffee growers in Haiti and U.S. coffee consumers.

While on campus, Dr. Lamberty spoke to the John Carroll CRS Student Ambassadors. The CRS Student Ambassadors currently meet bi-weekly and raise awareness on campus around social justice issues related to human trafficking, migration, and climate change. According to graduate student, Julia Hohner, "Dr. Lamberty challenged us to think outside the box and push ourselves as we continue to work for justice. Her insights and enthusiasm sparked a renewed passion in me and in all of the students who were there."

Inspired by Dr. Lamberty's visit, the CRS Student Ambassadors collaborated with the JCU Border Links immersion group and the Latin American Student Association to hold an awareness campaign around immigration issues in April 2017.

CRS Ambassador, Grace Berry, '18, expresses the importance of the CRS relationship this way: "It is important to remind students on our campus that it is the responsibility of us all to be aware of issues like this, and it is necessary to put our opinions into action." ■



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Center for Service and Social Action 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 who are poor and marginalized; to engage in ongoing reflection; and to build a more just and humane society.