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Abstract

The University of Scranton is one of the 28 Jesuit institutions of higher education located in the United States. Committed to community engagement and the development of Ignatian educators, a Community-Based Learning (CBL) Faculty Fellows Program was implemented academic year 2022-2023. The Ignatian pedagogical paradigm and the Engagement of Hope framework were used as models to develop, implement, and assess a CBL faculty development program. Program activities were designed to build faculty skills, capacities, and their identity as community-engaged practitioners. Lessons learned through program assessment on the impact on faculty's transformation to Ignatian educators and their ability to imagine new possibilities and a hope-filled future through community-engaged work are discussed. The purpose of this paper is to contribute to the ongoing discussion on best practices to engage faculty in the use of Ignatian pedagogy at Jesuit universities using a CBL Faculty Fellows Program.

Introduction

Community engagement pedagogies, often called service-learning (SL) or community-based learning (CBL) combine learning goals and community service in ways that can enhance both student growth and the common good.¹ Recently, community engagement and learning have been framed, as an approach which facilitates students, faculty, and community toward a hope-filled future.² Jesuit higher education is committed to a union of faith and justice developing “men and women for and with others.”³ Men and women who share in God’s work of healing and building up the world. Ignatius’ believed that we are most human, most fulfilled when we live a life of service and compassion. Thus, CBL can be envisioned as a catalyst for Ignatian pedagogy.

Building on the Mission Priority Examen (MPE) and *The Characteristics of Jesuit Higher Education: A Guide to Mission Reflection*, The University of Scranton seeks to develop faculty leaders who embrace being community-engaged practitioner scholars. Grounded in Ignatian pedagogy, CBL is one way faculty can work with students to develop their hope and imagination to work with the entire human community in ways that address the common good as well as challenge unjust structures.⁴ Specifically, the expansion of Characteristic Two: The Academic Life asks institutions to reflect on ways in which faculty can be prepared to work with students and expose these students to the significant values and ethical issues within their field of study.⁵

The purpose of this paper is to contribute to the ongoing discussion on best practices to engage faculty in the use of Ignatian pedagogy at Jesuit universities. The Ignatian pedagogical paradigm, and the Engagement of Hope framework were modeled to develop, implement, and assess a CBL faculty development program which incorporated activities to build faculty skills, capacities, and their identity as community-engaged practitioner scholars.⁶ Five themes frame the Engagement of Hope concept: challenging unjust structures, the common good, collaborative courage, community-centered, and individual goodness. Green et al. propose that CBL facilitates and supports depth of thought and imagination which brings a sense of hope and anticipation that social injustices can

be addressed.⁷ Faculty reflections explore the concepts of imagination and hope in the context of CBL after completing the inaugural faculty development program. Jesuit pedagogy points to real world experiences as the way in which co-learners can constructively respond to real world problems.⁸

Setting the Context

Founded in 1888 as Saint Thomas College by the Most Reverend William G. O’Hara, D.D., Scranton’s first bishop, The University of Scranton achieved university status in 1938 and was entrusted to the care of the Society of Jesus in 1942.⁹ The University which is in Scranton, Northeastern Pennsylvania (NEPA), is one of the 28 Jesuit institutions of higher education in the United States and is a member of the Association of Jesuit Colleges and Universities (AJCU).¹⁰ Scranton is home to over 76,000 people and consists of 750,000 within the Scranton-Wilkes-Barre-Hazleton metropolitan area. Before being named Scranton, this area was the traditional and ancestral homelands of the Lenape, the Munsee, the Shawnee, and the Susquehannocks.¹¹

For over a hundred years, The University of Scranton has embodied Catholic and Jesuit principles seeking to create transformative learning for students for the promotion of justice and the common good through community engagement. The Carnegie Foundation recognized the University in 2008 and 2015 for its success in both Curricular Engagement and Outreach and Partnership.¹² The University highlighted its recognition for excellent community engagement and partnerships which aligned across multiple campus initiatives, resources and partnerships which spanned from alumni, parents, friends and community. Four ongoing projects that exemplify its continued commitment to community engagement include,

- Its dedication to a seven-year journey to become designated as a *Laudato Si’* University by the Vatican, inspired by Pope Francis’ 2015 encyclical letter *Laudato Si’: On Care for Our Common Home*. The initiative addresses not only the social-structural changes needed to care for the earth and human society, but also

“the personal transformations needed to live a sustainable lifestyle”, “spiritual dimensions, where students explore the depth of their calling to care for our common home,” and a call for “identifying and mobilizing constituents, welcoming the local community members into the university space, building trust, and finding solutions to local environmental problems.”¹³

- The “Scranton’s Story, Our Nation’s Story” project made possible in part by a major grant from the National Endowment for the Humanities provides a history of the Scranton community which experienced many key elements of our nation’s experience: industrial era growth and decline, waves of immigration past and present, and Black and Indigenous experiences. The Scranton Story initiative connects with diverse groups of Scrantonians in conversations and story-sharing about founding debates, local and national identity and our role as citizens in a democracy driven to realize and struggle with the American ideals of freedom and justice for all.¹⁴
- The Living Wage Study, since 2016, is a collaboration of university centers and community partners which seeks to understand what constitutes a living wage in NEPA by studying what it takes individuals and families to live modest but dignified lives here in NEPA. The current 2022 Living Wage Report discusses current realities, with comparisons to 2016 and 2019 findings to highlight potential improvements or heightened challenges affecting families.¹⁵
- The Arrupe House provides space for two programs: 1) through the We Care Meal program students prepare and deliver 100 meals weekly to local non-profit agencies as well as to families living in low-income housing developments and 2) the EFFORT program, students collect non-perishable food items for the Royal Restore Food Pantry that can be accessed by students or university community members in need.¹⁶

Commitment to Community-Based Learning

One of the most significant curricular commitments to community engagement is the University’s renaming of service learning to community-based learning (CBL) while also creating the Office of CBL through a strategic plan initiative in 2016. The University defines CBL as an academic experience that involves students working with individuals, groups, or organizations in ways structured to meet community-defined needs.¹⁷ The CBL Office operates under the direction of the provost and a campus-wide CBL Board. The Associate Vice President for Community Engagement & Government Relations, CBL Faculty Coordinator and the Community & Civic Engagement Coordinator coordinate CBL activities and provides development and support resources for university faculty through grants, workshops, and curriculum development. The CBL Board’s role is to advise the CBL staff regarding the promotion of policies, curricular and co-curricular improvements and campus and community initiatives designed to foster community-based learning and engagement.

One way Jesuit universities can demonstrate their commitment to their Jesuit mission and values is by committing to the development of faculty leaders who embrace Ignatian pedagogy. The Ignatian pedagogical paradigm includes five educational principles: context, experience, reflection, action, and evaluation.¹⁸ Faculty consider the **context** of students’ lives; create an environment where students recollect their experiences and assimilate information from newly provided **experiences**. Faculty help students learn the skills and techniques of **reflection**, which shapes their consciousness, and they then challenge students to **action** in service with others. The **evaluation** process includes academic mastery as well as ongoing assessments of students’ well-rounded growth as persons for and with others.

CBL Faculty Fellows Program

Following recommendations from the University’s CBL Board, the Office of CBL developed and implemented a CBL Faculty Fellows Program during the 2022-2023 academic year. Through an email announcement, faculty were recruited who

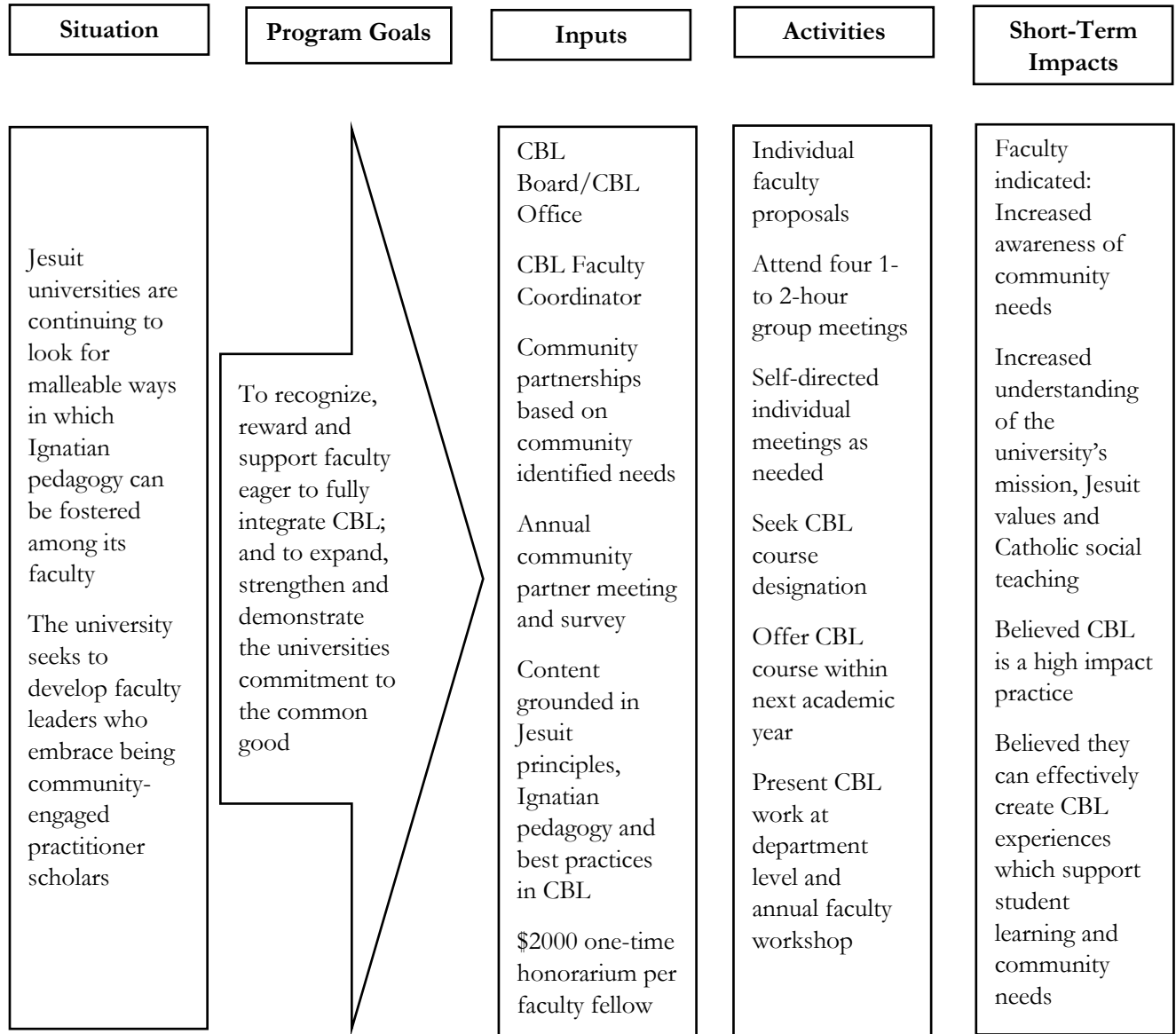
were eager to integrate CBL as an intentional pedagogical strategy into their courses and/or curricular-based/discipline-oriented projects. The program sought to: (1) recognize, reward, and support exemplary faculty who are eager to fully integrate CBL as an intentional pedagogical strategy into their courses and/or curricular-based/discipline-oriented projects; and (2) to expand, strengthen and demonstrate the University's commitment to the common good. In keeping with Jesuit education, the aim was to develop a transformative experience which would lead faculty to "action" by developing a CBL project or course.¹⁹ When applying for the program, faculty submitted a proposal in which applicants reflected on how the program experience would benefit their individual growth and development. Proposals included description of proposed project/course, student or program learning outcomes, community partner/need, faculty's interest, understanding, and experience related to CBL, contribution to institutional mission, and potential benefits to themselves and others. The University named its first cohort of fellows in fall 2022 across four disciplines (chemistry; communication and media; management, marketing and entrepreneurship and occupational therapy). Fellows received a one-time honorarium of \$2000 at the completion of the program.

Central to Ignatian pedagogy, the iterative process of experience, reflection, and action was embedded into the program.²⁰ Thus, the context of faculty life was considered by creating meetings and program tasks which were self-directed, required minimal time, and convenient to complete within the normal semester duties expected of faculty. Program content provided the opportunity for fellows to learn new skills and

techniques related to Ignatian pedagogy and community-engaged teaching with time to reflect and discern the actions to take in their CBL courses/project. Also, grounded in the Self-Determination Theory, participation strategies were developed so each faculty fellow could experience autonomy, competency and relatedness as they engaged in CBL program activities.²¹ Individual faculty were mentored and guided in developing their specific course and/or project through individual meetings tailored to each fellow's goals. Individual meetings were held with the CBL Office staff and/or community partners to facilitate CBL pedagogy and partnerships as needed. Individual meetings took place throughout the academic year.

Facilitated by the CBL Office staff, all fellows attended four 1- to 2-hour group meetings during the 2022-23 academic year. The time and effort required to complete meeting requirements were kept within 1 to 2 hours to reduce barriers to attendance and completion. Foundational content was chosen by CBL staff to build faculty fellows' skills, capacities, and professional identity as community-engaged practitioner scholars. Group meeting discussions were grounded in the literature which provided concrete, practical tools, and activities covering the following primary areas, respectively: CBL models/concepts; Jesuit principles and Ignatian pedagogy; Scranton community challenges/opportunities, ways to connect with partners and prepare students; assessing community/student impact; reflective practices and tools to address equity and long-term solutions.^{22 23 24 25 26 27} During peer-sharing group reflections at the end of each meeting, fellows discerned the next steps in their CBL work. See Figure 1 for Fellows program model.

Figure 1. CBL Faculty Fellows Program



Community Partner Collaboration

Though we had planned to incorporate community partners into one of the CBL Faculty Fellow meetings, faculty and community agency schedules made this prohibitive and instead faculty reported back on their work with partners. Moreover, the University has prioritized community feedback and involvement in sharing community-identified needs for the purpose of CBL. Since 2019, the Office of CBL, Community Relations, Center for Service and Social Justice and other campus partners have convened a university-community partner meeting for discussion about community priorities and reflection on partnerships over the previous year, including areas for improvement.²⁸ In 2023, with the advent of the Fellows program we invited participation of faculty at the annual community

partner meeting and invited partners to the annual CBL faculty workshop at which fellows were present. The partner meeting includes a survey of community agency colleagues that asks for their feedback on the effectiveness of the work with the university. These efforts all serve to “developing authentic relationships” toward the goal of fostering social justice.²⁹ Regular contact by fellows with their partners and ongoing relationships more broadly between the university and the community agency are integral to achieving genuine partnership. Authentic partnerships share common goals and understanding which lead to mutuality, respect, and trust. Based on the 2023 community partner survey feedback from agencies reflected positive views around their relationship with the university generally. See Table 1.

Table 1. Community Partner Survey Results 2023

Question (N=21)	SA	A	N	D	SD
Our partnership with the University met our organizational needs.	15 (71%)	5 (24%)	0	0	1 (5%)
Our partnership with the University makes a difference for our community agency.	16 (76%)	4 (19%)	0	0	1(5%)
Our partnership with the University makes an impact addressing needs in the Scranton community.	15 (71%)	4 (19%)	1 (5%)	0	1 (5%)

Note: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

Among the open-ended answers related to how the partnership could be improved. Answers included, “More opportunities to connect with students and faculty on campus in person,” and “More interaction with student/community project outreach.” These connections remain an area for growth and improvement to ensure that our CBL is grounded in critical community information and assessment. Faculty development is of equal importance in building community partnerships.

CBL Faculty Fellows Program Assessment

The CBL faculty coordinator conducted assessments to evaluate the impact of the program

on faculty development. Impact evaluation assesses program effectiveness in achieving its ultimate goals. Ideally, impact evaluation is conducted during the program at appropriate intervals and at the end of the program. Two assessment tools were designed: 1) a 22-question Likert scale questionnaire with an open-ended area to explain their response and two open-ended questions and 2) a ten-question personal reflection. Faculty fellows (N=4) completed the questionnaire and reflection at 1-week and 1-month post-program, respectively.

The primary program goal to recognize, reward, and support exemplary faculty who are eager to fully integrate CBL as an intentional pedagogical

strategy into their courses and/or curricular-based/discipline-oriented projects was targeted. Thus, the questionnaire focused on the assessing the participants' beliefs concerning personal and professional rewards, barriers, skills, capacities, and support to maintain CBL pedagogy and community-engaged work. All fellows strongly agreed on 7 out of 22 statements. All fellows indicated that they either strongly agreed (50%) or agreed (50%) on 7 out of 22 questions. While one respondent indicated a neutral response on 6 out of 22 statements and one respondent indicated they disagree with 2 out of 22 statements. The neutral responses were explained by lack of recognition outside of department, not eligible for tenured category, partnerships created outside involvement in program, and lack of personal commitment to incorporate student assessment strategies. The disagree responses were explained by lack of a personal commitment to incorporate community partner assessments and reflection strategies during the semester.

Overall, assessment results demonstrate a positive impact on fellows. The fellows' indicated that they benefited both personally and professionally from participating in the program; while, also increasing their skills and capacities as Ignatian educators. They have an increased awareness of community needs, received adequate support, and understand how CBL supports the University's mission, Jesuit values and Catholic social teaching. However, there were, also, two areas of growth and improvement: 1) ensure there are multiple ways in which fellows are recognized for their program participation and 2) mentor fellows as they pilot student and partner assessment strategies during their participation in the program. See Table 2. Also, critical to program assessment was asking faculty to discern the ways in which the program experience impacted their feelings, emotions and desires for community-engaged work.

Table 2. Questionnaire Results (N=4)

Question SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree	SA	A	N	D	SD
Q1. I received positive recognition from my faculty peers for participating in the CBL Faculty Fellows Program.	50%	25%	25%	0%	0%
Q2. I benefited personally by participating in the CBL Faculty Fellows Program.	50%	50%	0%	0%	0%
Q3. I benefited professionally by participating in the CBL Faculty Fellows Program.	50%	50%	0%	0%	0%
Q4. I received adequate support and resources from the CBL Office while participating in the CBL Faculty Fellows Program.	50%	50%	0%	0%	0%
Q5. I am more aware of Scranton's community needs and opportunities because of participating in the CBL Faculty Fellows Program.	50%	25%	25%	0%	0%
Q6. I can effectively assess the impact of CBL on student learning and their personal growth.	25%	50%	25%	0%	0%
Q7. I can effectively assess the impact of CBL on community partners and their needs.	25%	25%	25%	25%	0%
Q8. I can incorporate reflection strategies effectively into CBL course/projects.	75%	0%	0%	25%	0%
Q9. I can effectively create CBL experiences which support student learning outcomes which also meet community defined needs.	100%	0%	0%	0%	0%
Q10. The time required to participate in the CBL Faculty Fellows Program is worth the benefit of participating in the program.	75%	25%	0%	0%	0%

Q11. I understand how CBL supports the University's mission, Jesuit Values and Catholic Social Teaching.	100%	0%	0%	0%	0%
Q12. CBL is important to me professionally and personally because of participating in the CBL Faculty Fellows Program.	50%	50%	0%	0%	0%
Q13. I am likely to advocate for CBL courses and experiences at the University.	75%	25%	0%	0%	0%
Q14. I believe my course will be/and or is more impactful to students with a CBL component.	100%	0%	0%	0%	0%
Q15. I developed a strong community partnership because of participating in the CBL Faculty Fellows Program.	75%	0%	25%	0%	0%
Q16. I believe that I can partner with the community in responsible, impactful ways because of participating in the CBL Faculty Fellows Program.	75%	0%	25%	0%	0%
Q17. The benefits of CBL outweighs the challenges of CBL for myself, my students, and community partners.	50%	50%	0%	0%	0%
Q18. I am willing to mentor other faculty who which to adopt CBL as a pedagogy.	100%	0%	0%	0%	0%
Q19. I believe that CBL pedagogy is a high-impact pedagogy.	100%	0%	0%	0%	0%
Q20. I believe that CBL will benefit my progress toward tenure and/or promotion.	75%	0%	25%	0%	0%
Q21. I have developed strong relationships with other staff and faculty engaged in CBL which will help me in the future as I continue my CBL work.	100%	0%	0%	0%	0%
Q22. I believe it is important to earn CBL course designation.	100%	0%	0%	0%	0%
Open-ended Q1. What was the most useful or meaningful aspect of the CBL Faculty Fellows Program?	Developed network of support with CBL fellows and facilitators. Learning from the process other fellows went through during the program. Ability to creatively address community partner needs.				
Open-ended Q2. What could be improved about the CBL Faculty Fellows Program?	Link more specifically to developing community partner evaluations.				

The reflection assessment was based on the Engagement of Hope model.³⁰ See Table 3 for the personal reflection questions which were intended to help faculty reflect on the ways they might have been transformed through their experience concerning the ideals and values of Ignatian pedagogy and the Jesuit principles of community-engagement as well as how they might imagine new possibilities and a hope-filled future through community-engaged work. The CBL faculty coordinator followed inductive methods allowing the data to determine the themes. The primary phases and stages of theme development used in qualitative content and thematic analysis were used.³¹ The faculty coordinator read participants

responses multiple times, highlighted meaningful words, coded similar responses and looked for concepts in and across participants' responses. Next, words were coded, classified, compared and translated into meaningful themes. Finally, themes were related to the Engagement of Hope framework and established knowledge in the field of CBL. Three overarching themes emerged across faculty fellows' reflections: transformational learning and teaching; a loving, creative, reciprocal community connection and teaching can make a difference in the world.

Transformational Learning and Teaching

Engagement work has been found to lead to personal and societal transformations in which relationship are prioritized over transactions.³² These transformations lead faculty to believe that community-engaged teaching can meaningfully transform students while being community-centered. Respondents indicated that the experience of teaching a CBL course inspired a positive change in their teaching as well as their students' learning. Some of the fellows shared their responses around the transformative nature of this work saying, "I grew in love with my 'community' that is different than where I live, I have a deeper belief in the faith that I can make a difference, and I hope my passion for community-engaged teaching inspires my student to become life-long agents of change in their communities" and "Through the community-based learning implemented in my classes, I have learned how much local business owners and managers are willing to help our students. These positive interactions with local businesses have not only changed my students' perceptions of the city of Scranton but have also made me love this community."

Loving, Creative, Reciprocal Community Connection

Engagement work seeks to build relationship which are supportive, courageous, and accountable. ³³ Faculty highlighted that "working with" and "not working for" creates many new possibilities for continued community connections. Respondents believed that CBL created a loving, creative, reciprocal relationship with the community focused on the common good. Fellows responded, "Academic learning can easily be an 'every man for himself' endeavor. What one learns, and what one earns (grades or salaries) is very individualized. CBL projects remind me that we can and should be working together, as a team, and that we are stronger and more effective when we do" and "When faculty, students, and community members work together towards the common good, I think that increases the sense that we are one community, and we can and should help each other."

Teaching Can Make a Difference in the World

Faculty understanding their professional and personal interests in pursuing community-engaged work has been previously identified as important as faculty pursue institutional, peer and community support.³⁴ Facing difficult issues with like-minded individuals can instill a sense of shared faith and hope as motivation to make a difference in the world. Respondents suggested that CBL is a form of teaching that extends beyond the classroom which can make a difference in the world. Fellows reflected, "It allowed me to think of creative ways to teaching the course and inspire students by teaching a course through a community-based learning approach, there are avenues on how we can make the environment a better place" and "CBL projects are undeniable proof that what I'm teaching is useful – useful not only for getting/keeping a job, but also for making a measurable difference in our small corner of the world." The program's impact on faculty lead to successful outcomes which strengthen the University's curricular commitment to Ignatian pedagogy and community-engagement.

Table 3. Personal Reflection Questions

<p>Directions: Considering all that you experienced during the 2022-23 academic year as a CBL Faculty Fellow, reflect on the experience and respond to each of the following questions:</p>
<p>Q1. How do you imagine that community-engaged teaching can be responsive to the world's most significant issues? Q2. What are the ways that you grew in love, faith, mercy or hope through your community-engaged work? Q3. What are the ways that your community-engaged teaching can contribute to an attitude of kinship among faculty, students, and community members? Q4. What are the new ways that you imagine that your community-engaged teaching can contribute to racial, gender, environmental, economic and/or other forms of justice? Q5. How did your community-engaged work give you hope regardless of the challenges or barriers to teach in this way? Q6. What did you learn about God's active presence in the world?</p>

Q7. How did your community-engaged work give life to your teaching and/or inspire your teaching?
Q8. What new ways do you imagine learning can be enhanced through community-engaged work?
Q9. How did the relationships you developed during your community-engaged work transform you?
Q10. In what ways, do you have a new sense of energy and connection to community?

CBL Faculty Fellows Program Outcomes

From the beginning, all fellows were at various levels of developing and implementing Ignatian pedagogical practices. However, by the end of the academic year, everyone had developed a CBL course. Two faculty received CBL course designations through the CBL Office, while the remaining two fellows plan on submitting proposals the subsequent fall semester. The CBL Office developed a process for earning CBL designation through a process separate from but in coordination with the University's Curriculum review process. Faculty must receive approval from their department prior to seeking CBL course designation through the CBL Office. Courses with CBL designation are identified as CBL courses on academic transcripts.

There was also evidence that fellows were beginning to embrace being a community-engaged practitioner scholar. Two fellows presented on their CBL work during the University's annual CBL faculty workshop. Along with the CBL faculty coordinator, two fellows plan to present on their community-engaged scholarship during the fall semester during a session of the University's Faculty Research Seminar Series. Three faculty along with their students had presented to community partners at the end of the semester concerning their community identified needs addressed through their CBL courses.

Discussion, Next Steps, and Implications

Jesuit education strives to develop the whole person and a person who seeks to be men and women for others.³⁵ Faculty who are well-versed in the Jesuit mission and willing to implement

Ignatian pedagogy are essential. Arrupe highlighted the need to understand the challenges and experiences faced by lay faculty. Thus, faculty development programs designed to assist lay faculty in their transformation to Ignatian educators is integral to the realization of the Jesuit mission.³⁶

Besides the above mentioned CBL Faculty Fellows Program, there are other avenues a faculty can strengthen their understanding of Ignatian pedagogy. One way is through the Ignatian Colleagues Program (ICP), an intensive program offered through the AJCU which focuses on the Jesuit educational mission.³⁷ Senior administrators and faculty from Jesuit higher education can also participate in the 18-month ICP program. Each participant is mentored and guided by their local campus coordinator who is assigned by each school's president. The curriculum includes online workshops, an Ignatian retreat, an immersion experience, summer workshop, a mission-centered project, and a capstone experience.³⁸ Since 2009, over 800 administrators and faculty have completed the ICP which represents approximately 1.6% of the more than 50,000 faculty and staff at Jesuit universities in the U.S.³⁹

Mencuccini in her dissertation examined how Jesuit universities cultivate faculty to use Ignatian pedagogy as their primary instructional method.⁴⁰ Twelve (46.5%) Jesuit universities, representing all regions in the U.S., participated in the study. Each university's Vice President or Director of Mission and Ministry were interviewed; and its Mission Priority Examen document published in 2022 were also analyzed. Findings indicated that Jesuit universities are developing programs and learning centers to facilitate faculty develop around the Ignatian mission and the practice of Ignatian pedagogy. University approaches ranged from relying on the ICP, voluntary programs focused on Ignatian pedagogy, faculty orientation programs targeting Jesuit values and practices, and language in faculty handbooks related to Ignatian practices. However, there was oftentimes a lack of coordination with universities, little or no follow-up to assess effectiveness and no collaboration between universities. Thus, Jesuit universities are continuing to look for malleable ways in which Ignatian pedagogy can be cultivated among its faculty.

The University of Scranton expanded, strengthened, and demonstrated its commitment to the common good through the initiation of a CBL Faculty Fellows Program. The initial assessment appears to indicate that faculty fellows experienced personal transformations toward being community-engaged practitioner scholars grounded in Ignatian pedagogy. All faculty fellows adopted skills and the capacities to successfully develop and implement a CBL course. They shared their desire to continue in this work for the benefit and positive impact it had on their teaching, their students, and the community. Faculty imagined and realized that their teaching could create a sense of community and hope in themselves, their students and community in concrete ways which serve community identified needs and not only academic purposes.

All Jesuit universities as they continue their Mission Priority Examen work might consider the

use of a CBL Faculty Fellows program to develop faculty leaders who embrace being community-engaged practitioner scholars. The University of Scranton's CBL Program prepared fellows to work with students and their communities by developing each faculty's imagination and hope of how their teaching could address the common good. Scranton's CBL program serves as a model practice which might benefit other Jesuit institutions of higher education of the AJCU. Regardless of institution the model includes strategies which are easily transferable to individual faculty member's needs by experiencing autonomy, competency, and relatedness as they develop motivation to embrace Ignatian pedagogy. Wide development of faculty is needed if Ignatian pedagogy is to be sustained and the mission of Jesuit universities realized. Jesuit universities need to become contemplatives in action to achieve St. Ignatius' vision. HJE

Endnotes

¹ Joe Bandy, "What is Service Learning or Community Engagement?" *Vanderbilt University Center for Teaching*, accessed July 23, 2023, <https://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement/>.

² Patrick Green et al., "An Engagement of Hope: A Framework and Equity-Centered Theory of Action for Community Engagement," *Metropolitan Universities* 32, no. 2 (2021): 129, <https://doi.org/10.18060/25527>.

³ Peter-Hans Kolvenbach, S.J., "The Service of Faith and the Promotion of Justice in American Jesuit Higher Education." *Santa Clara Lectures* 23 (2000), https://scholarcommons.scu.edu/sc_lectures/23.

⁴ Association of Jesuit Colleges and University (AJCU), "Mission Priority Examen," accessed on July 23, 2023, <https://www.ajcunet.edu/missionexamen>; Association of Jesuit Colleges and Universities, "Characteristics of Jesuit Higher Education: A Guide of Mission Reflection," accessed on July 23, 2023, https://ajcunet.edu/wp-content/uploads/attachments/A-Guide-for-Mission-Reflection_09-21-4.pdf

⁵ AJCU, "Characteristics of Jesuit Higher Education," 11.

⁶ International Commission of the Apostolate of Jesuit Education (ICAGE), "Ignatian Pedagogy: A Practical Approach," (Rome: International Center for Jesuit Education, 1993), 12; Patrick Green et al., "An Engagement of Hope."

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