

Barry University

Founders' Week 2013

Learn • Reflect • Serve

Core Commitments Luncheon Presentation Suggestions for Faculty, Staff and Students

Presentation format and reflection questions to consider as possible projects, class assignments and/or service experiences for the Founders' Week Core Commitments Luncheon

Barry's Mission Statement and Core Commitments

Barry uses **Learn, Reflect, Serve** to express its Mission

A **Barry** education and university experience foster individual transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service.

From **Barry University's Mission Statement, 2008**

Ideas to consider.....

- LEARN:** What is the expected educational outcome?
- REFLECT:** What did you discover through the process of learning?
- SERVE:** How can you use this experience for the betterment of others?

The First Steps

#1. Identify the Core Commitment(s) for the project

Which Core Commitment(s) does this projects, class assignments and/or service experience align with most closely? It is not necessary for the project to demonstrate coherence with all four Core Commitments.

- KNOWLEDGE AND TRUTH
- INCLUSIVE COMMUNITY
- SOCIAL JUSTICE
- COLLABORATIVE SERVICE

#2. Has this project encouraged you to Learn, Reflect, and Serve?

Discuss the project and include aspects of the following components:

- The Learning
- The Reflection
- The Service

The Learning

From the faculty/staff perspective:

- Explain the scope of the project, class assignment and/or service experience.
- In what ways did you incorporate the goals of this project, class assignment and/or service experience?
- Were students involved in the creation and/or planning process of the experience?

The Learning

From the student perspective:

- Explain the scope of the project, class assignment and/or service experience.
- Were you and/or other students involved in the creation and/or planning of the experience?
- In what ways were the goals of this project, class assignment and/or service experience incorporated into your studies?

The Reflection

From the faculty/staff perspective:

- What outcomes were observed as a result of this project, class assignment and/or service experience?
- Were these the outcomes that you were seeking/expecting? If not, why?
- How has reflecting upon the concepts related to this experience impacted you personally?
- How are the participants in the project different in shared thoughts and/or actions as a result of their experiences? If not, why?
- Has a new awareness emerged about a group or a cause? Explain.
- How has the integration of student reflective practices contributed to a greater awareness of social injustices?
- Please share examples of tangible improvement on behalf of the project or the students.

The Reflection

From the student perspective:

- What outcomes did you observed as a result of this project, class assignment and/or service experience?
- Were these the goals that you were expecting? If not, why?
- How has reflecting upon the concepts related to this experience impacted you personally?
- How are the students who participated in the project different in thoughts and/or actions as a result of these shared experiences? And if not, why?
- Has a new awareness emerged about a group or a cause? Explain.
- How has the integration of reflective practices in this project contributed to a greater awareness of social injustices?

The Service

From the faculty/staff perspective:

- Have you seen an awareness of the need for service beginning to be integrated into the lives of your students and/or yourself? Explain.
- How has the learning from these experiences impacted you and/or your students in the areas in which you/they may have expressed interest in making a difference in the future for the greater good?
- Have specific actions been taken as a result of this project, class assignment and/or service experience?
- What different service opportunities would you now create for yourself and/or students?

The Service

From the student perspective:

- Has the awareness of the need for service become integrated into your life? Please explain.
- How has the learning from these experiences impacted you and other students in the areas in which they may have expressed interest in making a difference in the future for the greater good?
- Have specific actions been taken by the you as a result of this project, class assignment and/or service experience?
- What different service opportunities would you like to create for yourself and others?

Reflections Related to the Core Commitments

An overview of ideas and questions to consider **when discussing class assignments, projects or making presentations**

Core Commitments

Catholic intellectual and religious traditions guide us in the fulfillment of our mission. The mission and values of the Adrian Dominican Sisters serve as the inspiration for our core commitments.

KNOWLEDGE AND TRUTH

Barry promotes and supports the intellectual life, emphasizing life-long learning, growth and development. The University pursues scholarly and critical analysis of fundamental questions of the human experience. In the pursuit of truth, the University advances development of solutions that promote the common good and a more humane and just society.

Ideas to consider.....

- In what ways does this project emphasize lifelong learning, growth and development?
- How does this project promote and support the intellectual life of those involved?
- How does this project advance the development of solutions that promote the common good and a more humane and just society?
- Why is it important to critically analyze current issues facing humanity?

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Ideas to consider.....

- In what ways does your project specifically contribute to engagement with the community (local, national and/or global)?
- Can you think of specific issues facing the local and/or global communities?
- What are some questions that you could ask regarding those issues?
- As we seek solutions for a more humane and just society, why is it important to consider the “common good”?

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INCLUSIVE COMMUNITY

Barry is a global, inclusive community characterized by interdependence, dignity and equality, compassion and respect for self and others. Embracing a global world view, the University nurtures and values cultural, social and intellectual diversity, and welcomes faculty, staff, and students of all faith traditions.

Ideas to consider.....

- How does this project promote interdependence, dignity and equality and compassion and respect for self and others?
- How does interdependence foster inclusivity?
- How does this project help others embrace a global world view?
- How does this project nurture and value cultural, social and intellectual diversity?
- Does this project have an interfaith component?

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Ideas to consider.....

- In what ways does this project inspire compassion that leads to a deeper commitment towards inclusivity?
- Discuss how interdependence shapes leadership.
- Not sure this belongs...
- As a student, faculty or staff member at Barry – share some of the communities you belong to and their impact on you.

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SOCIAL JUSTICE

Barry expects all members of our community to accept social responsibility to foster peace and nonviolence, to strive for equality, to recognize the sacredness of Earth, and to engage in meaningful efforts toward social change. The University promotes social justice through teaching, research and service.

Ideas to consider.....

- How does this project motivate the participants to accept social responsibility to foster peace and nonviolence?
- How does this project value sacredness of Earth?
- How does this project encourage meaningful efforts toward social change?
- How does this project use teaching, research and service as a means to fulfill its project goals?

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Ideas to consider.....

- In what ways does your project inspire students to promote greater social and economic justice through their local, national or global communities?
- As a leader, what do you do when you become aware of inequities or injustices?
- How do leaders foster social changes needed to address inequities and injustices?
- How has the integration of contemplative practices within your work contributed to greater awareness of oppression and social injustices?

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COLLABORATIVE SERVICE

Barry is committed to serving local and global communities through collaborative and mutually productive partnerships. The University accepts responsibility to engage with communities to pursue systemic, self-sustaining solutions to human, social, economic and environmental problems.

Ideas to consider.....

- In what ways does this project specifically contribute to engagement with the local, national and/or global community?
- What questions come to mind when you think of issues facing these communities?
- Does this project help leaders accept responsibility to pursue systemic, self-sustaining solutions to address human, social, economic and environmental problems?
- How has this project assessed community needs and responded to those needs as opposed to approaching the project unilaterally?

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Ideas to consider.....

- As a leader, what do you want to stand up for and have an impact where it counts? Where could you partner to help you achieve this goal? What organizations or individuals might you seek out?
- How does a leader develop through collaboration and mutually productive partnerships?
- Does this project develop and promote collaborative and mutually productive partnership with communities?
- How does this project help students accept responsibility to pursue self-sustaining solutions?

Contributors

- Sharon
- Roxanne
- Kluka,