Final Report
PIT Faculty Committee
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As teachers, we have to become students again, continually. We have to do what workers on any intellectual frontier have always had to do: push beyond the limits of our training….
--Adrienne Rich, “Resisting Amnesia”

Introduction
Education is a reflective endeavor; all good teachers know this. Disciplinary theories and pedagogical practices, curriculums and reading lists: each of these is rooted in collective visions of and assumptions about the world. These visions and assumptions are embedded in complex social contexts that are alive and in constant flux. One could say, then, that educational institutions, like the people who inhabit them, are always in the “process of becoming.” We are, as Brazilian educator, Paulo Freire, has put it, “unfinished, uncompleted beings in and with a likewise unfinished reality.”

On the threshold of a new century, and facing challenges from both within and without our modest borders, La Roche College is clearly in an exciting stage of its own “process of becoming.” La Roche’s vision of itself—its dream for the future—is, at present, very consciously under construction; we are entering a dynamic chapter in our yet young life. Since its inception, the College has been in search of an identity—from its founding by the Congregation of Divine Providence as a site of higher learning for sisters, through its transition to a women’s college, affiliation with the Art Institute, becoming co-educational, and embracing a nursing program—we have continued to evolve. Now, with the addition of the Pacem In Terris Institute, we may have found our niche—the creation of an international community of scholars dedicated to using our knowledge and abilities to promote justice and peace in a constantly changing global society. At present, the College community is looking critically at our history to identify both strengths and weaknesses. Through rigorous self-critique and careful planning, we hope to build on programs and strategies that have worked at La Roche over the past forty years, to revise those that have not, and to enhance the dimensions of programs that are uniquely ours. The Pacem in Terris (PIT) program, established in 1993, is exclusive to La Roche, and is the subject of this report.

In May of 2003, a group of faculty members formed a committee to critically evaluate PIT from our distinct perspective. Through a series of intensive meetings, the committee
has sought to identify problems in PIT—ideological, pedagogical, and structural—and has worked to produce solutions and suggestions for improvement. This report is the result of that work.

Pacem’s Roots
La Roche’s Pacem in Terris program takes its name from the 1963 Encyclical issued by Pope John XXIII. This impassioned document, produced at an uncommonly tumultuous juncture in world cultural and social history, delineates core values that we believe should underpin every genuine teaching endeavor: peace, truth, justice, charity, freedom, and love. In the Encyclical, Pope John sounds surprisingly like contemporary scholars as he acknowledges how essential it is that “the instruction given to our young people be complete and continuous, and imparted in such a way that moral goodness and cultivation of religious values may keep pace with scientific knowledge and continually advancing technical progress.”

Dr. Frank Rhodes, President Emeritus of Cornell University, strikes a parallel note when he argues that higher education must always do more than simply train students in “the lifeless elements of technical competence.” Whether we like it or not, Rhodes continues, “the product of the campus is not simply learning; it is also the character of the nation and increasingly the character of many of the leaders of other nations.” These words were particularly resonant for those of us on the Pacem in Terris faculty committee, for we believe that genuine education, real learning, must always do more than provide “disarticulated information.” Such one-dimensionality in education ignores the responsibility educators have to produce new generations capable of collectively shaping an “unfinished” global “reality” that honors life, embraces difference, and works actively for social justice.

At the committee’s first meeting, the President of La Roche avowed that the Pacem in Terris program has the potential to be both socially transformative and financially profitable. We agree, but we also believe that to achieve these objectives, the Pacem program must genuinely struggle to enact its venerable goals and the necessary checks and balances must be established for the Program to become fiscally sound.

In his Encyclical, Pope John set forth a number of clear objectives to be undertaken by any group or nation seeking world peace. To work toward global peace, Pope John asserts, particular kinds of relations must be established among states, relations that: 1) address the treatment of minorities, 2) elicit active solidarity, 3) foster contacts among races, and 4) secure a proper balance between population, land, and capital. Additionally, the rights of refugees must be protected, disarmament must be worked toward, and there must be “vigorous and sincere cooperation” among people. Many of these objectives can be connected, theoretically, to some dimension of our Pacem program, particularly as it is being integrated into the larger curriculum. In fact, PIT has the potential to function as a catalyst for change in the intellectual and spiritual life of the College at large. When we grapple to integrate Pacem students with their local counterparts, for instance, we experience first hand the challenges that must be confronted by any group dedicated to bringing about vigorous and sincere cooperation among diverse people. When we mix
students up in the classroom, we invite them to experience the potential of active solidarity. And scholarships such as those offered by Pacem In Terris are a gesture toward balancing global disproportions in intellectual and cultural capital. We have scrutinized and revised our mission, vision, and core values with Pacem in mind; the Pacem program has influenced revisions to the Core curriculum and the design of Core courses, and a day-long faculty and staff workshop was devoted to collectively imagining ways to integrate Pacem and the ideals of Pope John’s Encyclical into our day-to-day institutional life.

The presence of the Pacem In Terris program—and the complications that continue to arise as we work to integrate this program into the wider life of the College—have helped our community to become palpably aware of how diminished an educational experience can become when it is too insular, provincial, and programmatically narrow. As we confront the limits of our own solidarity, the challenges to real cooperation, we can only acknowledge more fully how broad our “growing-edge” must become. And we agree with Dr. Ernest L. Boyer, President of the Carnegie Foundation for the Advancement of Teaching; what a tragedy it would be if “[a]t a time in life when values should be shaped and personal priorities sharply probed…the most deeply felt issues, the most haunting questions, the most creative moments” are relegated to the “fringes of our institutional life.” The recommendations that follow are an attempt to make central some of the deeply felt issues of Pacem’s role in the larger academic and institutional goals at La Roche.

**Recommendations:**

As a liberal arts college, we seek to produce graduates with the kind of critical perspective that will allow them to “create and sustain” the kind of “high-quality public discourse” that addresses “urgent public problems” (Cornel West). Our graduates are taught to argue and advance positions, to refine proposals, and to learn strategies for compromise as they work to confront societal problems. By providing a values-based education in a context that emphasizes conflict resolution and respect for all individuals, we hope our graduates—both domestic and international—will be equipped to build better and more just societies.

1. **Contact and Initial Communication**
   Typically the initial step of contact/communication is done by the College President or the Vice President for Institutional Relations. Contacts are either with governments or NGOs.

   **Recommendations**
   a) Sources of scholarships and funding must be identified. The VP for Institutional Relations suggests we develop a standardized contract that clearly articulates whether a government or third-party representative/sponsor will pay all fees, educational, stipends, insurance, books, etc.
   b) A multi-layered “needs” survey should be developed in which students articulate their intellectual and professional requirements.
c) Literature should be generated that explains the content of our majors and the sort of work these majors will prepare one for. Orientation materials on the College’s required programs of study, including the Core and electives, should also be developed.

2. Procedure for Selection of Pacem Students and Application Process
Much of the selection process is dependent upon who is representing the student on behalf of the country (e.g., Education Ministry or NGO).

Recommendations
a) Procedural guidelines for selection and application exist (see appendix A) and should be continually updated.
b) Initially, no more than 25% of our undergraduate students should be Pacem (PIT website) and no more than 40% of the resident population (suggestion from Student Government).
c) Second Language Proficiency Guidelines
   a. Students should provide documentation of a minimum of one year of English study prior to arrival.
   b. All students are given English placement testing on arrival.
      (see Appendix B for ESL testing procedures, policies for promotion, and completion of the program)
   c. To build competency in ESL and facilitate adjustment to the new culture, residence halls should be integrated, and students should arrive at least two weeks in advance of the semester’s beginning.

3. Acceptance
The College or sponsoring organization issues the I-20 the student needs to obtain a visa. Pacem students receive a document outlining the Pacem scholarship and policies (see Appendix C) detailing what the student will receive and what is expected in return. All students must comply with arrival deadlines. Faculty should be notified of new majors (when known).

4. Resources
When we speak of fully-funded Pacem students, funding includes tuition, room and board, living expenses, stipend, medical insurance, and books. For instance, for the 2003/04 year, the price of a fully-funded student for a full year is $29,060.00. (Based on eleven semesters over four years.) This reflects current tuition, room and board, an increase in stipends from $100 to $125 per month, and an increase in book costs to $1,000 yearly. When we deduct the College’s contribution of $5,500. (30% of costs, representing scholarship money available to all domestic students), the cost for a fully-funded Pacem student in 2003/04 is $23,560. (Cooperating governments have the option to pay stipends directly and/or students’ medical insurance directly.) Fully-funded is defined as having monies in hand or a verifiable document that assures timely receipt of the funds.
Recommendations

a) Clarify the nature of the institutional and financial relationships between La Roche College and Pacem in Terris.

b) Hire a full-time Campus Director for Pacem In Terris (see conclusion).

c) The Campus Director’s office should function as a “Center” for the Pacem program; it should be nicely appointed and located on the east campus.

d) It is expected that students receiving a scholarship will pursue a major we have at La Roche. Students are accepted into a 3 + 2 major, when they declare their intent, match the criteria (see Appendices D and E), and demonstrate secured additional funds from the sponsoring country. These verifiable financial commitments and arrangements must be worked out before the student arrives.

5. Integration into the Campus
We recognize the importance of bringing international students and perspectives to the College community. Through sustained interaction with Pacem students, our worldviews are expanded as we come to see and question our own culture in new and productive ways. Simultaneously, we appreciate the multiple advantages gained when international students encounter and engage fully various local cultures and people. The mutual benefits of sustained dialogue across cultures, classes, ethnicities, and national boundaries are incalculable, and as a faculty we are committed to developing programs and strategies meant to fully integrate the campus (e.g., informal language classes taught by Pacem students; establishing one-on-one ESL conversation partners).

Recommendations

a) To “catalyze the creation of lifelong friendships and the breakdown of cultural barriers,” New Student Seminar should be redesigned and renamed Intercultural Introductions, a one-credit course required for all freshmen.

b) Institute a variety of “I” designated courses designed to add an international dimension to courses on our present rotations—all students will be required to take two I-designated courses from either the Core or their majors.

c) Develop programmatic components that will constructively utilize interim/intersession time.

d) Expand externships and study abroad opportunities. Off-campus externships or practicums might be established at sites such as the United Nations, the World Bank or International Monetary Fund, and the State Department. Domestic scholars might participate in service abroad in countries participating in the Pacem program.
Community service provides mutual cultural enrichment that is a vital part of the educational experience. To nurture a coherent sense of community based upon Pacem ideals, we recommend that all students be required to engage in some form of community service. To support this belief, the College has recently issued a co-curricular transcript, the Student Development Transcript (see Appendix F), to document for future employers the variety of community service performed by each student.

Form an International Council with elected representatives from each Pacem cohort to facilitate communication among Pacem cohorts, among Pacem and domestic students, and among Pacem students, the Campus Director, and faculty, staff, and administration.

To avoid segregating Pacem students in residence housing, domestic and international students should be encouraged to intermingle.

A variety of supplemental cultural programs (such as the community reading of *Life of Pi* and the upcoming World Cultures Conference) should continue to be organized in collaboration with organizations such as GLOBE, LMSA, ASF, Student Government, Student Activities, and the Initiatives and Innovations and Community Building Planning and Strategy Committees.

Investigate possibilities for establishing a domestic Pacem component to open opportunities for educationally underserved young people from around our nation.

**6. Faculty preparation and development**

La Roche has a wealth of internal resources in terms of faculty, staff, and students, and we must fully utilize these resources as we continue to align our curriculum in light of our mission, vision and core values. Revisions to our overall curriculum must be ongoing to achieve this alignment. In particular, we must work more consciously and collectively on issues of social justice, conflict resolution, and intercultural communication.

**Recommendations**

a) Promote cultural sensitivity by utilizing our own people (when and where background and experience demonstrate qualification) to facilitate faculty in-service days.

b) To concretize our mission, establish extracurricular activities for faculty development, such as “read-arounds” and sharing books and articles on issues of social justice and conflict resolution. Set informal times to discuss shared readings. Enlist the support of the new deans, the Teaching and Learning and the Community Building Planning and Strategy committees for help. Create forums for shared pedagogical strategies, classroom strategies, etc.
Perhaps develop an in-house publication that enables an exchange of such information.

c) To support efforts for faculty development, create a List Serv for on-line discussion (such as the Life of Pi website initiated this term). Create a physical space (linked to the Pacem Center) where faculty can come together outside of formal meetings.

d) Unify faculty by inviting all departments to construct a dimension of their major to serve and support Pacem.

7. Aligning the Curriculum with the Mission

Peacemaking is the bedrock of our institution’s mission to promote “justice and peace in a constantly changing global society.” Currently, the College is reviewing its academic programs to determine where and how well our mission and curriculum are aligned. Suggestions for revisions that will tighten the linkage between mission and programs have been solicited from department chairs and faculty members. In order to align our curriculum with our mission, vision, and the Pacem in Terris Program, revisions must be made across the curriculum.

a) Pacem students should be counseled into majors that will meet the needs of Pacem countries and, where appropriate, majors should be coordinated with: 1) needs of Pacem countries, 2) the needs of a wide range of LRC students, and 3) college resources.

b) Charge Core Curriculum and the faculty at large with leading the task of envisioning innovative ways of linking Core courses to issues of peacemaking.

c) Develop a “Writing Within and Across the Disciplines” program (which would include the creation of W-designated courses that require a significant writing component) to improve the quality of writing campus-wide. This initiative supports lifelong learning, success in chosen careers, and the ability to create and sustain high-quality public discourse (Appendix G).

d) Seek funding from various sources to underwrite the cost of establishing a research “think tank” within the Pacem in Terris Institute. This think tank would link our most capable undergraduates and faculty with leaders from around the world, forming study groups designed to confront major social problems and formulate innovative solutions.

e) Provide recognition to students who submit quality, innovative senior theses during their projects with the PIT think tank.

f) Formally recognize students and faculty with committed involvement in international studies and participation. Perhaps establish something we could call the “Order of the Dove.” A braid could be designed for graduation gowns, and honorees would receive an invitation to the Pacem dinner.
8. **Pacem In Terris Faculty Committee**  
A permanent Pacem In Terris faculty advisory committee should be established.

   a) Form a committee of volunteer faculty with a passion to serve in this manner. This committee would work directly with the Vice President for Institutional Relations.

   b) Members will commit to at least two years of service.

   c) The committee will develop a process for gathering input from fellow faculty regarding the shape of Pacem In Terris, particularly as it relates to academic issues.

   d) The committee will meet regularly to evaluate the academic strength of Pacem In Terris and to incorporate the input of non-member faculty into recommendations.

9. **Pacem In Terris Student Affairs Committee**  
A Student Affairs Committee should be formed to act in tandem with the Faculty Advisory Committee, meeting together semi-annually.

**Conclusion**  
In order to accomplish all that is outlined above, it is crucial that a full-time Campus Director of Pacem In Terris be hired and a permanent PIT faculty advisory committee be established.

The Director will be charged with:

1) coordinating intersession activities, supervising introduction and orientation to campus, reviewing transcripts, and coordinating efficient and effective movement through the program;  

2) overall program evaluation, such as monitoring the fulfillment of objectives, designing assessment tools, coordinating with student country representatives on International Council, assuring that funding agencies have been satisfied, and ensuring that students follow through and return home (when stipulated in student’s contract with the College); and  

3) coordinating with facilities and services designed to provide for the spiritual and psychological needs of the students.