

Campus Ministries Program Review

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Dean of the College of Arts and Science

CAMPUS MINISTRY PROGRAM REVIEW

I. Mission

Campus Ministry at the University of La Verne embraces the ethnic, cultural and religious diversity on our campus, supporting the university mission of connecting one's faith to life-long learning, caring for the planet and its people, building community in the midst of diversity, and participating in community service. The programs of Campus Ministry support students, faculty and staff in exploring spiritual dimensions of life and their connections to academic learning. Students and staff are encouraged to respect individuality and honor conviction in the midst of a diverse student and staff population, as well as to collaborate with other programs and events on campus in order to actively engage in building community respect and trust, toward the end goal of a more just and peaceful world community.

Our Mission, as published on the La Verne website:

Campus Ministry at the University of La Verne embraces the ethnic, cultural and religious diversity of the university community. Students are challenged to explore their personal faith, and to walk that faith in the context of a diverse community. Rooted in the Church of the Brethren, ULV has an ordained Church of Brethren Minister. In the spirit of collaboration, the Campus Minister and Campus Ministry Board collaborate to sponsor many events and activities with various university clubs, organizations, and departments throughout the year.

Our mission is to foster faith development in a spirit of openness and community. The ULV Chapel, located on Bonita Ave. on the north end of campus, is open everyday, and along with our peace loft, is a place of peace and rest in the midst of the bustle of college life. You might want to discuss a particular problem or issue, or would just like a cup of coffee and a chat. Whatever your reason for getting in touch, don't hesitate to call on us at the Chapel, or contact us by phone.

Our published Activities:

- Weekly meditation/prayer for personal needs
- Fellowship meetings, as requested
- Bible study groups, as requested
- Monthly Soup and Substance gathering
- Catholic Services
 - Dia de los Muertos Mass
 - Thanksgiving Ecumenical Service
 - Ash Wednesday mass
 - Other masses, as announced
- Welcome Worship Service

Protestant worship service

Divine Dessert

- Service of Thanksgiving
- Ash Wednesday Chapel Services
- Baccalaureate Service
- Summer Service

A Brief History of the Campus Ministry program:

[to be inserted later]

II. Programs and Outcomes

1. Community-building and engagement
2. Inter-religious dialogue and activities
3. Active engagement with needs of the campus and the wider communities
4. Opportunities for worship, reflection, and spiritual retreats
5. Volunteer opportunities that emphasize the integration of service, spirituality, and academic learning
6. Engaged learning in the context of La Verne's rootedness in a historic peace church tradition, the Church of the Brethren

III. Program Capacity and Description

Campus Ministry is currently staffed by one half-time, ordained minister. In previous years, the Campus Minister has been a full-time position. Throughout its tenure at the university, the Campus Ministry program has been variously housed as an independent program within the university, in Student Services, and currently in the College of Arts and Sciences. The Ministry is advised by the Campus Ministry Board that consists of a revolving membership of students drawn from many different faith traditions.

1. Community-building and engagement

- A. Each fall and spring Campus Ministry hands out a survey form at school events such as the Club Fair. Students choose among several Campus Ministry programs they would like to participate in for the academic year (Appendix A). In this way Campus Ministry is able to track interests of students, develop programs that meet those interests, and even plug students into existing programs. Interest areas are divided into volunteer and service opportunities (e.g., tutoring at the Pomona Inland Valley Council of Churches and Summer Service), worship and reflection opportunities (e.g., retreats and inter-religious dialogues), and small group gatherings (e.g., fellowship groups). Each semester, twenty to fifty students usually complete the forms.
- B. In the fall, shortly before the Thanksgiving and Christmas breaks, Campus Ministry offers a grief support group for staff and faculty who have recently lost loved ones

- and/or who are having a difficult time coping with the holiday season. Our first support group was formed in 1997, and we have been holding it every year since then. Roughly five people take advantage of this seasonal opportunity each year.
- C. The Campus Minister has participated in a number of campus-wide events, from opening reflections at the beginning of a public event to participating in forums on issues such as spirituality and peace, spirituality and care of the body, a religious perspective on homosexuality, spirituality and conflict engagement. Faculty routinely invite the Campus Minister to speak in their classes on topics of spirituality and peace as they relate to the class topic. Several such invitations occur each semester.
 - D. The Campus Minister is an active participant on several campus committees and task forces, including the Diversity Task Force, the Discernment Task Force, the Baccalaureate Committee, the Peace Studies Committee, the Counseling Network, the Student Affairs Team. These groups meet monthly and are avenues for campus-wide engagement.
 - E. The Campus Minister directs the university's Summer Service Program (Appendix B), which extends the university's ties to our immediate community as well as communities outside our region. This is a ten-week volunteer opportunity for students to connect with churches, campus and social service agencies. Students are assigned to sites in California, Oregon, Washington, and Idaho, The local sites where students are placed have an increasingly rich connection with our campus, as other students learn about the needs of a particular site from a Summer Service volunteer (i.e., The David and Margaret Home and Hillcrest Homes) and often become regular volunteers at that site during the school year.
 - F. Housed in the College of Arts and Sciences, one intentional connection the Campus Minister makes between spirituality and academics is to advise from 20 to 25 FYRP (First Year Resource Program) students. Many of these students are provisional students and need extra support, especially in their first year of college. The Campus Minister is available to FYRP students on a regular basis to help them with course scheduling, discuss their academic progress, and be a supportive presence in their lives assisting in their success at La Verne.
 - G. The Campus Minister maintains regular office hours and is available to students, faculty and staff for conversations, spiritual counseling and referrals, and new Campus Ministry program suggestions and consultations.

2. Inter-religious Dialogue and Activities

- A. There are several inter-religious events scheduled on and off campus each year. A model Eid event, recognizing the significance of the Muslim tradition of Ramadan, takes place in the fall. La Verne held its first model Eid this year, on September 15, 2009. There were forty-five participants, primarily non-Muslims, who joined

together in the Campus Center to learn about this tradition, to participate in an Islamic prayer ritual, and to eat a celebratory meal together.

- B.** Each spring Campus Ministry hosts a celebration of the Jewish tradition of the Passover with a model Seder meal. The model Seder has been held every year for over twenty years; participants have ranged from thirty-five to sixty students, faculty and staff.

For both the Eid and Seder events Davenport Dining Hall offers foods that are traditionally associated with these religious traditions.

- C.** In Spring 2008, Campus Ministry sponsored an inter-religious retreat for two days over a weekend at a camp setting outside of La Verne. Fifteen students and faculty participated in worship, prayer, and dialogue with leadership from the Catholic and Buddhists traditions. This was a one-time event; however, its success has prompted more calls by all groups involved to hold additional similar events.
- D.** Campus Ministry plans to offer more opportunities for inter-religious dialogue in small group venues both on- and off-campus, as recommended by the Campus Ministry Board and suggestions by student, faculty and staff.

3. Active engagement with the needs of the campus and the wider communities

- A.** The grief support group, as mentioned under III.1.B, is one response to a specific need on campus.
- B.** Campus Ministry responds immediately to crises on campus, including contacting students and their family members if students are involved in an accident; organizing memorial services to celebrate the life of students, faculty and staff who have died; organizing service trips in times of catastrophe (i.e. the Hurricane Katrina trip over Thanksgiving break, 2006).

Campus Ministry also encourages students to volunteer at sites such as Hillcrest Homes, the David and Margaret Home, Inland Valley Justice Center, Hope Partners of Pomona Valley, and other community sites where there is need for volunteers. The Ministry also mediates conflicts between students or staff/faculty when conflicts disrupt working relationships, residence hall relationships, or friendships; plans a yearly Free Flea Market, where the campus is invited to give away good quality but discarded clothing and other items to the wider community, and where students volunteer their time on a Saturday morning disbursing the goods to families and others in need; participates with other campus organizations in bringing awareness to AIDS and hunger through the AIDS and CROP Walks; organizes the campus community to provide a supportive presence at the local Mosque in Pomona (e.g., in the immediate aftermath of the events on 9/11/01, and whenever there is a request to do so), in order to accompany children from their cars to the Islamic school when there is a fear of retaliation against Muslims; and as needed for among other campus/community-wide events.

- C. The Campus minister advises FYRP students, mentioned earlier (under III.1.E. above).
- D. Campus Ministry communicates with various campus programs and offices in order to learn of needs and respond in a compassionate and timely manner.
- E. The Campus Minister sits in on monthly Student Affairs Team Meetings and the Counseling Network to assist in responding to campus needs.

4. Opportunities for Worship, Reflection and Spiritual Retreats

- A. Requests for regular worship and reflection opportunities comes, in part, from surveys filled out by students at the beginning of fall and spring semesters each academic year (Appendix A). The numbers of requests fluctuate from year to year. Many students prefer to meet informally in the residence halls in the evenings. Among students of particular religious traditions, there is more interest in worship opportunities among Catholic students than those in the Protestant traditions, but with the caveat that only if a priest is present to preside.

A prayer space is offered for all students, and is used regularly by Muslim students who practice their daily prayer rituals between classes. Inter-religious worship and dialogues have occurred in various settings, including organized meetings and retreats.

- B. The Campus Minister participates in bi-monthly reflection and meditation meetings with La Verne's Discernment Task Force, a group of faculty and administration members drawn together in Fall 2005 at the request of then Interim-Provost Bob Neher. The group is charged with the search for solutions to issues of tension between faculty and administration.
- C. There are three formal worship experiences each year: the Thanksgiving Interfaith Service (5-30 participants yearly since 1996), the Ash Wednesday Service (100+ participants yearly since 1996), and Baccalaureate Service (400-800 participants yearly since 1996). In addition, there are opportunities for formal worship gatherings when particular needs arise, whether celebratory or in situations of personal loss.
- D. In 2008 the Campus Ministry Board organized a formal weekend Inter-Religious Spiritual Retreat for two days in the spring (15 participants). Buddhist and Christian traditions came together for reflection, dialogue and worship. Students have asked for this type of spiritual retreat to be a regular offering at the university.

5. Volunteer Opportunities that emphasize the integration of service, spirituality, and academic learning

- A. Summer Service (Appendix B) is a summer volunteer program started in 1958, with a current endowment of over \$400,000 (Christian Leadership Endowment Fund). Participating students receive a \$3,000 tuition scholarship for the academic year following their volunteer experience, as well as optional credit for CORE

305/Community Service breadth requirement. Students volunteer for a ten-week period from June to August at sites in California, Oregon, Washington, and Idaho. At these sites students become engaged in local social and/or religious-based programs in such a way that the student's leadership skills and self-reflection/introspection are developed. They are supervised throughout the summer by a mentor who supervises the volunteer service as well as mentors them in the personal, spiritual and service goals they set for themselves. Students gain leadership skills and the site receives assistance for their summer programs, as well as a lasting connection to the University of La Verne. Summer experiences vary between religious education programs, worship leadership activities, community organization projects, camp programs, and social service projects. Summer Service is continually looking for sites that represent a variety of religious, ethnic and cultural traditions as a way to match the religious, ethnic and cultural diversity of our students with volunteer placement.

- B. Campus Ministry also offers a number of short-term volunteer opportunities. Each fall Campus Ministry sponsors a "Free Flea Market," where the campus is invited to donate useable clothing to be given away at an advertised site on campus on a Saturday morning. Students, faculty and staff are invited to donate, sort and help distribute the clothing at the event.
- C. Each January students spend a Saturday volunteering at La Gloria orphanage in Tijuana, Mexico. Students plan and purchase food for a meal they will prepare at the orphanage. They spend the day caring for babies and playing games with older children, as well as learn about the foster care system in Mexico. There is also a summer volunteer program at this site that some students will apply to participate in.
- D. After the 2006 Hurricane Katrina disaster, ten students, faculty and staff spent five days over Thanksgiving break working at several clean-up sites in Louisiana. The trip was organized by Campus Ministry and sponsored by the Church of the Brethren National Disaster Network. The local Church of the Brethren sponsored health kits that we put together and took to Louisiana.
- E. Other volunteer opportunities include Habitat for Humanity, staffing tables at the CROP Walk for the Hungry and the AIDS Walk L.A., and participating in local volunteer opportunities as they arise.

6. Engaged learning in the context of La Verne's rootedness in a historic peace church tradition, the Church of the Brethren

- A. **Peace Studies minor** Housed in the College of Arts and Sciences, Campus Ministry respects the connection between spirituality and intellect (e.g., the heart and the mind), as well as the university's rootedness in an historic peace church tradition. Campus Ministry and the faculty of the Department of Religion and Philosophy developed the Peace Studies minor, approved as part of La Verne's curriculum in

1995. The position description includes teaching one on-load course per year in the Religion and Philosophy department, that course regularly being Humanities 110, “Introduction to Peace Studies.” Each academic year the Campus Minister has taught two to four additional (off-load) courses in the fields of Peace Studies, Religion and Philosophy, and/or in La Verne’s General Studies CORE curriculum.

B. Mediation Center Conflict is a natural and inevitable part of being human. When conflicts are either ignored or get in the way of productive relationships, they can disrupt the academic, social and spiritual life of the campus community. The university Mediation Center provides public recognition that La Verne actively supports the resolution of interpersonal disputes without escalation to violence or intimidation. The Campus Minister, as director of the center, offers academic courses in the January term and during the spring semester which train students, faculty and staff in mediation skills. After completing the course, successful participants are certificated as persons meeting the “State of California standard for initial training and orientation of neutral persons in dispute resolution.” Those who wish are placed into the pool of campus mediators who are available to formally facilitate conversations between those involved in conflicts on campus. The mediation program also fulfills a requirement of the Peace Studies minor. All Resident Program Assistant applicants are required to take Humanities 109, “Conflict Mediation Workshop”, before being accepted as a finalist in the RPA program of Residence Life at the University of La Verne.

Since 2003, the Mediation Center has been active in helping disputants work through their conflicts individually and in groups, between faculty and other faculty, students and students, staff and staff, and every other combination of these groups.

C. Summer Service The Summer Service program offers students the opportunity to obtain CORE 305 credit as part of their summer experience. Students volunteer at selected sites for ten weeks and work approximately forty hours per week. La Verne’s CORE 305, “Service Learning” requirement expects students to volunteer twenty-five hours during the semester and meet one hour per week in the classroom. In Summer Service students volunteer approximately four hundred hours during their summer assignment. If they decide to receive CORE 305 credit, they must read the book, *How Can I Help*, by Ram Dass and Paul Gorman, and write a 3 to 5 page essay connecting the stories and theories of service in the book to their particular assignment. They must also have regular exchanges with the Campus Minister to discuss their progress with their reading assignment as well as with their volunteer experience.

IV. Assessment Tools for Campus Ministry

1. Surveys (Appendix A)

Campus Ministry areas-of-interest surveys distributed at the beginning of fall and spring semesters at various campus venues (clubs and organizations fair, chapel, by student workers, through Student Affairs programs, etc.) Through these surveys Campus Ministry is able to track interests of students, develop programs that meet the needs and interests of students, and plug students into existing programs. An additional surveys used include the 2008 NSSE (National Survey of Student Engagement) survey.

2. Campus Ministries Program Student Focus Group Report

This focus group, with a total of six University of La Verne students, was conducted in December 2008 (with the report completed in 2009). Students from a variety of backgrounds were asked to identify strengths, challenges and opportunities in the program.

3. Written Evaluations of Summer Service and Peace Studies courses (Appendices D and E)

Written evaluations are required for students enrolling in Peace Study courses that fulfill a Peace Studies minor, as well as for students participating in La Verne's Summer Service program. The evaluations describe the impact the class/program had on the student as well as ask the participating students for suggestions for improving the program/class in the future.

4. Campus Ministry Board Reviews

At the conclusion of each academic year, the Campus Ministry Board discusses current and future Campus Ministry programming.

5. Campus Interviews done by outside interviewers

S.W.O.T. analysis, which consists of a number of interviews with selected members of stakeholder groups. In process.

6. Individuals and groups using the chapel for various activities

The Campus Minister and Coordinator of Space Use track how much and for what purpose the chapel is used each academic year.

7. Accessibility of Campus Minister

This assessment tool notes the Campus Minister's regular office hours and general accessibility to students, faculty and staff.

V. Findings

1. Community-building and engagement

Strengths: Surveys are one way of assessing the initial interest of students. Twenty to fifty such surveys are completed each semester. (Appendix A; surveys from past years are not available). Campus Ministry student workers pass out surveys at various campus sites; however, on a religiously rooted campus that encourages freedom of religion (as well as freedom of no religion), it is important that Campus Ministry not appear to be a

proselytizing endeavor. Students are not strongly persuaded nor should they in any way feel coerced to fill out the surveys. Campus Ministry walks a fine line between offering a religious life program to students, while at the same time encouraging students to make use of Campus Ministry services at their own discretion. Aside from the surveys, the Campus Minister's leadership at campus-wide events, and participation on campus committees and task forces, become avenues for advertising the program in a broad way to students, faculty and staff.

The Summer Service program, funded by the Church Leadership Endowment Fund (established in 1962), serves from 10 to 15 student participants each year. Students set personal, social, and spiritual goals for themselves, which are then assessed in papers they write at the end of their service, in personal interviews conducted by the Campus Minister during each site visit in the summer, by their mentors at the volunteer site, and by evaluations they and their supervisors complete at the end of the summer assignment (Appendix D). According to the 2009 Student Focus Group Report, students who participate in the Summer Service Program are likely to have an increased interest in other Campus Ministry programs.

The NSSE survey suggests that Campus Ministry does a fair to good job in promoting a student's personal growth, in assisting a student develop a value system and a deeper understanding of his/her-self.

Weaknesses: The 2009 focus group survey noted that Campus Ministry needs to reach out to the community through connecting with other clubs and organizations on campus, and advertise Campus Ministry programs and services more broadly. In the 2009-2010 academic year, the Campus Minister position was reduced from full-time to half-time. This has decreased the amount of time dedicated toward this program outcome (and others). As a consequence, the Campus Minister has been placed in a position where the needs and interests of the community must be prioritized using triage-type criteria with less time available for reviewing surveys, being available for pastoral counseling and conversations, brainstorming and implementing Campus Ministry programs, reaching out to other campus organizations, participating on committees, and offering other Campus Ministry services. The absence of the Campus Minister at campus events has been noted by students and others.

The campus chapel is not accessible to students with disabilities, nor is there adequate space to accommodate large numbers of students, except in the sanctuary, where the space is lined with permanently set pews. The spatial arrangement in the sanctuary does not allow for creative religious services, nor for the chapel to be used for events other than traditional religious worship services.

2. **Inter-Religious Dialogue**

Strengths: For over twenty years, Campus Ministry has sponsored a model Seder in celebration of the Jewish Passover. A rabbi is invited to introduce and lead a Seder and

share a traditional Seder meal with interested students and staff. This event has routinely had 35 to 60 student, faculty and staff participants, and participants regularly acknowledge their appreciation for the effort to raise awareness and share in a Jewish tradition.

In Fall 2009, La Verne held its first model Eid to celebrate conclusion of Ramadan, a Muslim holy season. Forty-five students, staff and faculty participated and again expressed appreciation for raising awareness of an Islamic tradition on campus. Registration figures and ESL course instructors identify from thirty to ninety Muslim undergraduate and graduate students on campus. Campus Ministry has been pivotal in providing prayer space for these students, so that they are not compelled to go off campus to the local Mosque to pray. During the fall 2009 semester, the Campus Minister met regularly with members of the Muslim Student Association to discuss ways of meeting other religious needs of Muslim students at La Verne.

In Spring 2008, the Campus Ministry Board organized a formal weekend Inter-Religious Spiritual Retreat for two days that spring, which brought fifteen registered participants. Buddhist and Christian traditions came together for reflection, dialogue and worship. Students have asked for this type of spiritual retreat to be a regular offering at the university.

These numbers indicate there is a strong interest on campus for inter-religious activities, both for students for whom these activities represent their faith traditions, and for those who are not members of the traditions but want to be educated about them, and/or want to support persons whose traditions they are celebrating and learning about.

The NSSE survey suggests that Campus Ministry does a fair to good job in promoting a student's personal growth, in assisting a student develop a value system and a deeper understanding of his/her-self.

Weaknesses: Campus Ministry has not found good venues for handing out surveys of interest for inter-faith dialogue and events. Traditional aged students living on campus are those most likely to fill out the surveys at campus events. Commuter students, students who practice religious traditions other than Christianity, and those who often live off campus generally do not participate in the Club Fair and other campus events, and generally do not fill out the surveys. Therefore it is difficult to know their needs and interests regarding religious life on campus.

The 2009 focus group noted that the title, "Campus Ministry," is problematic as it is assumed to be a Christian program. They suggested the label "Religious Life" would be a better and more welcoming title for La Verne's religious programs, with the Campus Minister title changed to "Director of Religious Life."

The campus chapel is not accessible to students with disabilities, nor is there adequate space to accommodate large numbers of students, except in the sanctuary, which is not conducive to Muslim prayers (laying out mats, kneeling with one's face to the floor, then standing, and repeating this scenario).

The reduction of the Campus Minister's position to half-time has reduced the availability to address the issues of this program outcome.

3. **Active engagement with the needs of the campus and the wider community**

Strengths: The surveys in fall and spring semesters, written evaluations from the Summer Service program and Peace Studies courses, an active Campus Ministry Board, S.W.O.T. analysis, and an accessible Campus Minister support an active Campus Ministry program that can meet the interests and needs of the campus, as well as the wider community as campus programs are extended beyond the university. This is particularly true in the case of the Summer Service program, but it has also been the case for the Mediation program, for campus speakers who draw interest from the wider community, for Church of the Brethren interest in Campus Ministry events, and for parents, friends and extended families of La Verne students, faculty and staff.

The results of the focus group found that students are particularly interested in reaching out to the needs of the local community and Campus Ministry has assisted them in doing this. The group also stated that participation in one Ministry program facilitated awareness in the other programs as well.

The NSSE survey suggests that Campus Ministry does a fair to good job in promoting a student's personal growth, in assisting a student develop a value system and a deeper understanding of his/her-self.

Weaknesses: Many students and staff are not aware of the programs Campus Ministry offers; there is a need to get more information to more people both on- and off-campus. The reduction of the Campus Minister's position to half-time has negatively influenced the availability for wide engagement on and off campus, in terms of general visibility and programming interests and needs.

4. **Opportunities for Worship, Reflection, and Spiritual Retreats**

Strengths: Ash Wednesday services are the most highly attended worship opportunities that Campus Ministry offers. With 40% of La Verne's students being from the Catholic tradition, Campus Ministry offers three services on Ash Wednesday, with total attendance between 200 and 300. At noon and 5:00 pm worship services are offered that include the distribution of ashes. At 9:00 pm the distribution of ashes are offered in Spanish. Many Housekeeping Services employees attend the latter service, which has helped to cultivate the Campus Minister's nurturing relationships with the housing staff at La Verne.

A bi-monthly time for prayer and reflection is offered in the chapel seminar room. Students have not taken as much advantage of this service as faculty have. Out of this regular meeting, a task force was developed to discern campus climate and ideas for improving it. This task force has been active since 2005 as is made up of the Campus Minister, one administrator, and four faculty members representing the different colleges.

Other opportunities include the model Seder and Eid, grief support groups prior to holiday breaks, and reflection and dialogue meetings as requested by students, faculty and staff (e.g., the 2008 inter-religious dialogue retreat focused on the Christian and Buddhist traditions).

The 2009 focus group stated that the Campus Ministry programs fostered a sense of spiritual exploration, self-exploration and discovery, and that this is done in an unbiased manner.

The NSSE survey suggests that Campus Ministry does a fair to good job in promoting a student's personal growth, in assisting a student develop a value system and a deeper understanding of his/her-self.

Weaknesses: La Verne has irregular worship experiences, which is detrimental for those who would like a regular worship experience. Due to the small numbers of students overall who complete the Campus Ministry survey (Appendix A), it is difficult to determine how many students would benefit from a regular worship experience. It is easier for Campus Ministry to work on spiritual retreats and dialogues than on public worship experiences because the first two meet the needs of selected students, while the latter depends on the general La Verne community to keep it going on a regular basis. Few students attend public worship unless a priest presides, which might occur occasionally at an Ash Wednesday Mass, but few priests are available for Ash Wednesday or other services on campus.

With the reduction of the Campus Minister's position at La Verne, this area has received less attention than it would if the Campus Minister had more hours to give to it.

5. Volunteer opportunities

Strengths: La Verne's Summer Service program (Appendix BJ) is well supported through the Christian Leadership Endowment Fund, which grants tuition scholarship for up to fifteen students each year. Established by Church of the Brethren alumni, with support from Church of the Brethren volunteer sites, this program offers education about La Verne's roots in the Church of the Brethren, encourages active engagement with La Verne's mission, offers fulfillment of La Verne's community service academic requirement, and invites students to set spiritual, service, and personal goals in the midst of their volunteer experience. In this way, Summer Service is a life changing experience for students, observed through their own evaluations of their experience (Appendix D), through the Campus Ministry Focus Group outcomes, and through Campus Ministry's ongoing relationships with former Summer Service students.

Volunteer opportunities include the Free Flea Market, CROP and AIDS Walks, La Gloria Orphanage in Tijuana, David and Margaret Home, LeRoy Haines Home, Hillcrest Home, and Pomona Inland Valley Council of Churches Homeless Shelter.

Weaknesses: With the Campus Minister's reduced hours, Summer Service is Campus Ministry's primary focus for volunteer opportunities. Other opportunities may arise but will not be promoted to the extent that they have been in the past.

6. Engaged learning in the context of La Verne's rootedness in a historic peace church tradition

Strengths of the Peace Studies minor and Mediation Center: As a member of the Church of the Brethren, in the historic peace churches tradition and the founding denomination of the University of La Verne, the Campus Minister was hired, in part, to

direct La Verne's Peace Studies minor. In 1995 Peace Studies minor was approved by the university and housed in the Department of Religion and Philosophy. In 2003, the Mediation Center was established on campus, supported by an administrative network trained as mediators (the College of Arts and Sciences Dean, Campus Minister, and Assistant Director of the Learning Enhancement Assistant Director successfully completed mediation training and conflict resolution prior to establishment of the Mediation Center).

These programs are integrally connected to the mission and values of the University of La Verne, which emphasize service, community-building, and hands-on learning. As noted in student evaluations (Appendix E), these programs embody transformative approaches to achieving personal, communal and global peace.

The connection between spiritual life (Campus Ministry) and the Peace Studies minor comes in part in their relation to La Verne's mission, and also in the understanding that holistic peacemaking is a life-long journey requiring the deepest qualities of mind, heart and spirit.

The Peace Studies minor has graduated between one and five students per year since its inception. Between ten and twenty-five students, faculty and staff participate in the January and Spring mediation training workshops, many of whom then join La Verne's pool of mediators available to facilitate conflict engagement on campus. Mediation training has proven to be a valuable resource for La Verne's Residential Life program.

Weaknesses: The Peace Studies minor has a somewhat ambiguous position in the Department of Religion and Philosophy. Although a member of the department, the Campus Minister does not have faculty status. No faculty member in the department is active in teaching Peace Studies courses nor do any have an active role in the Mediation Center.

The reduction in the Campus Minister's position to half-time has resulted in less time spent with program implementation, recruitment of both Peace Studies minors and mediation trainees, and insufficient time spent in collaboration with departments and programs that might need facilitation skills.

VI. Recommendations for Action

1. Return Campus Minister position to full-time
2. Renovate and improve a space within the chapel dedicated to the worship activities of Muslim students, faculty and staff.
3. Insure all spaces within the chapel remain available to the campus community for personal and/or group worship, reflection and medication activities. In years past, the outside financial auditors have occupied the garden level rooms from August through November, essentially removing this space from use by Campus Ministry. This year, 2009, with pressure from the campus Muslim community for a private space to use for

their daily worship, the auditors were removed to other facilities on campus and the space returned to Ministry use. The chapel remains open from 7 am to 11 pm every day to accommodate reflection, meditation and worship needs of all members within the campus community.

4. Develop and increase the number of inter-religious dialogues and small group gatherings and retreats at both on- and off-campus sites.
5. Increase access and visibility to the Campus Ministry surveys, particularly given the number of students on campus.