



www.jc-hem.org

JESUIT COMMONS

Higher Education at the Margins



2015 ANNUAL REPORT

Letter from the International Director



Dear Friends,

2015 finds the world with almost 60 million people in forced human migration. The number is staggering and if left to itself might seem too big for each of us to do something to make a difference. When the number is broken down to a human story it is easier to see how each of us can help.

As you consider ‘what you can do’ I hope the stories of students, faculty, and partners with JC:HEM will lead you to support our vision and mission in whatever way you can. Through access to higher education people see a future with their human dignity restored, and they see how their informed voice can contribute to the solutions needed in the world.

Some of the graduates of 2015 are highlighted in this report and all will serve their communities in new and important ways. Current students and alumni of JC:HEM are teaching in primary and secondary schools, others have started businesses, and many are engaged in peace-keeping efforts in their communities. Some of the CSLT graduates from Primary Teacher Education in Kakuma are teaching in classrooms with over 130 primary students in each classroom, and other alumni have started programs for adult education where in classrooms without electricity they teach literacy and EFL to over 300 adults. Others have started businesses where they offer work to others.

JC:HEM has grown because it is built on a solid foundation of: Global Thinking – Strategic Partnerships – Ignatian Experience – Highest Quality: Leveraged Cost. This foundation ensures JC:HEM is scalable so those at the margins have access to higher education, is sustainable over time, and is transferrable to diverse and varied locations around the world. Since 2010 JC:HEM has reached over 3,000 students, many of whom are refugees living in nine locations served by Jesuit Refugee Service, and in Taunggyi, Myanmar with St. Aloysius Gonzaga Institute, and in the Philippines with Apu Palamguwan Cultural Center. Faculty from around the world facilitate learning through on-line and on-site teaching. An articulation agreement with the Catholic University of Eastern Africa (CUEA) was signed to help students from teacher education complete their bachelors’ degree, and an agreement with the University of Utah and Salt Lake City Community College is near completion so graduates can complete a degree in Social Work on-line.

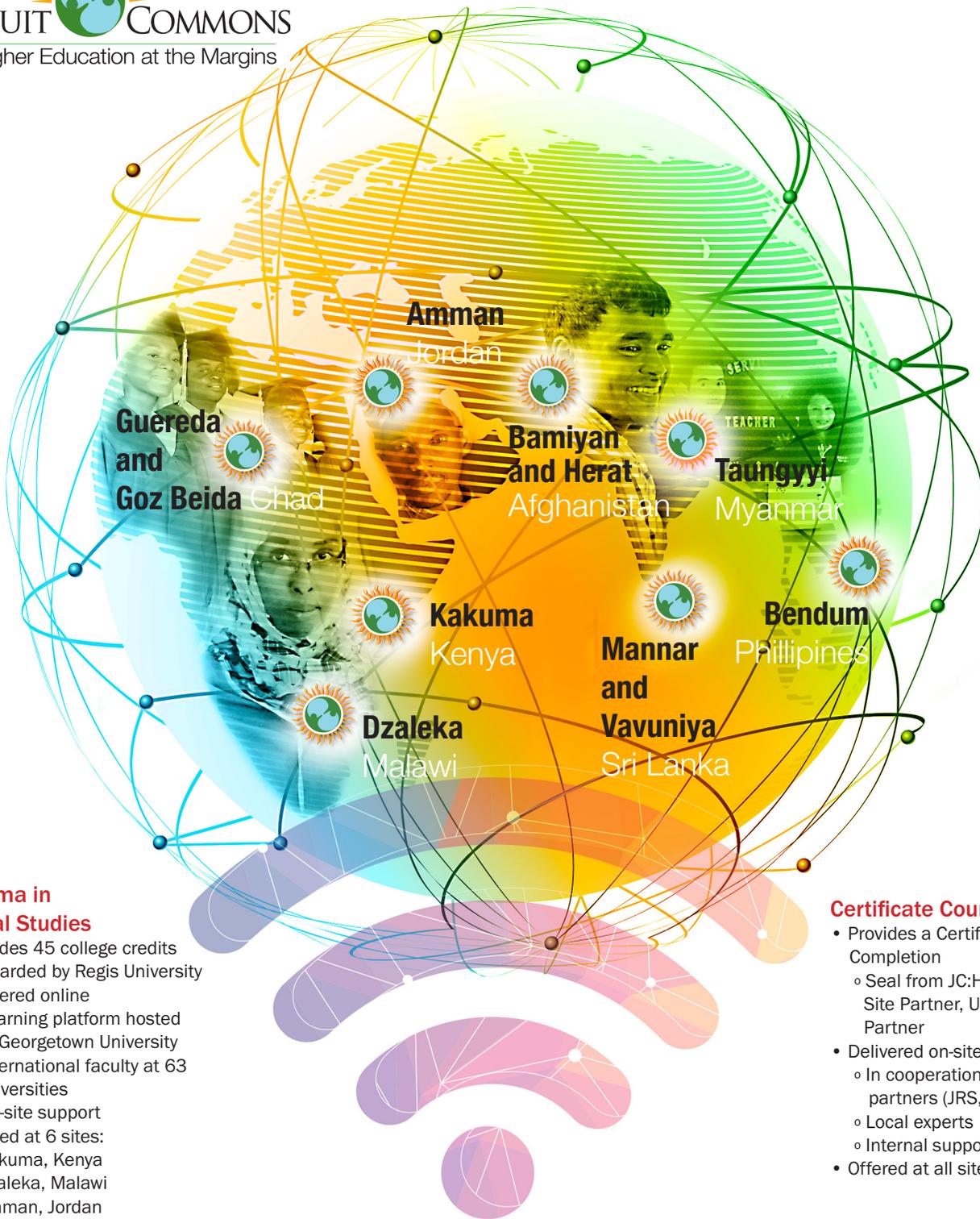
“JC:HEM has grown because it is built on a solid foundation of: Global Thinking – Strategic Partnerships – Ignatian Experience – Highest Quality: Leveraged Cost.”

In many ways 2015 is a year of coming of age for JC:HEM. Numerous presentations were given at Universities and conferences, and the world-wide presence of JC:HEM increased with presentations invited at Voices of Faith at the Vatican, at the world-wide Jesuit higher education conference held in Melbourne, Australia, and at UNHCR sponsored meetings. The financial business plan of JC:HEM incorporates our commitment to be self-funded by 2018, and to meet the financial needs of 2016 and 2017, significant fund raising efforts are underway. A comprehensive research plan will be established before the end of 2015 to study the impact higher education has on JC:HEM graduates and their communities, study our information technology strategy, and the unique organizational model of JC:HEM.

All of the accomplishments of 2015 have been made possible by the tireless work of the JC:HEM executive team and staff, the students, partners and on-site teams, a dedicated Board of Directors, and funders. We hope the global scope and the commitment of JC:HEM to make the world a more humane place through higher education encourages you to become involved – please visit www.jc-hem.org to let us know about your interest. Thank you.

With gratitude,

Mary McFarland, PhD
International Director
Jesuit Commons: Higher Education at the Margins
and Professor, Gonzaga University



Diploma in Liberal Studies

- Provides 45 college credits
 - Awarded by Regis University
- Delivered online
 - Learning platform hosted by Georgetown University
 - International faculty at 63 universities
 - On-site support
- Offered at 6 sites:
 - Kakuma, Kenya
 - Dzaleka, Malawi
 - Amman, Jordan
 - Taunggyi, Myanmar
 - Bamiyan and Herat, Afghanistan

Certificate Courses (CSLT)

- Provides a Certificate of Completion
 - Seal from JC:HEM, Site Partner, University Partner
- Delivered on-site
 - In cooperation with on-site partners (JRS, UNHCR)
 - Local experts
 - Internal support
- Offered at all sites

**Office of the Americas
Washington, D.C.**

Spokane, Washington

Denver, Colorado

Wheeling,
West Virginia

Pittsburgh,
Pennsylvania

ESTABLISH JC:HEM ORGANIZATIONAL CAPACITY

JC:HEM Board of Directors

Fr. Michael Garanzini, SJ, Chair
Secretary of Higher Education

Fr. Peter Balleis, SJ, Co-Chair
(January 2015 - November 2015)
International Director, Jesuit Refugee Service (JRS)

Fr. Tom Smollich, SJ, Co-Chair
International Director, Jesuit Refugee Service (JRS)

Pr. George Aoun,
VP, St. Joseph's University, Beirut, Lebanon

Dr. Jack DeGioia,
President, Georgetown University, USA

Fr. Endashaw, SJ
JRS Regional Director, Eastern Africa

Fr. John Fitzgibbons, SJ,
President, Regis University, USA

Mr. Dave Lambert,
Internet2

Dr. Thayne McCulloh,
President, Gonzaga University, USA

Fr. Steve Privett, SJ,
President, University of San Francisco

Fr. Felix Raj, SJ
Principal, St. Xavier's College, Kolkata, India

Msgr. Pius Rutechura,
Vice Chancellor, Catholic University Eastern Africa

Ms. Ita Sheehy,
UNHCR Education Secretary, UN Geneva (Advisory)

Ms. Anne Smith,
VP, Wiley Publishing, USA

Fr. Michael Smith, SJ,
Tertiary Refugee Committee, Australian Catholic University

Committee Chair:

Technology Committee: Mr. Dave Lambert

Academic Committee: Fr. Steve Privett, SJ

Finance Committee: Msgr. Pius Rutechura

JC:HEM International Staff

Mary McFarland, Ph.D. – International Director

Cindy L. Bonfini-Hotlosz – Chief Information Officer

Nicholas Griffin – Chief Operations Officer

Carey Treado, Ph.D. – Chief Academic Officer
hired to begin January 2016

Kareena Byrd – Program Assistant

Karen Cordova – Instructional Designer and
Alumni Coordinator (5 hours per week)

Marie Friedemann – Faculty Coordinator

Wheeling, WV Operations

Deene Yenchochic – Chief of Staff

Benjamin Doyle – Director of Operations

Dennis Packer – Creative Director

Cynthia Tasker – Office Manager

Amy Pinkerton – Systems Support Manager

Jay Yelenic – Production Manager

Tracy Jenkins – Student Records Officer

Kayla Johnson – IT Specialist

Jason Knight – Systems Administrator

Sean Donahoe – Instructional Technologist

Ryan Tichenor – Instructional Technologist





Photo: Muzabel Welongo is at CUEA University on scholarship majoring in Economics and minoring in Political Science.

EVOLVE THE ALUMNI FUNCTION OF JC:HEM

Graduates of the JC:HEM Alumni Diploma and CSLT/Community Service Learning Tracks are “setting the world on fire” by transforming their lives and their communities with their passion to further their education or volunteering and becoming leaders within their community –serving the common good wherever they are in the world.

29 individuals are enrolled in college or university programs, which represents 13% of the 224 students admitted to the 2010-2012 cohort and 24% of the 121 students that completed the Diploma from those cohorts. Some of those pursuing bachelors degrees are resettled students who did not complete the entire Diploma in Liberal Studies.. Alumni are studying at various institutions such as Masinde Muliro University of Science and Technology in Kenya Africa, CUEA University, James Cook University in Australia, Hebrew University. Some are studying TOEFL on scholarship in Amman, Jordan. And, one is majoring in nursing in a community college in the United States. Others have opportunities for special workshops or trainings. Ahmed Abdi has been admitted in the Mandela Washington Fellowship program. He will be coming to the United States for the Presidential summit between President Obama and the Young African Youth Leaders in this six week leadership training program in the US.

Alumni are active in their communities and becoming agents of change with new projects and programs they have created and are running at their sites. In just one site alone, over sixty alumni have been identified as participating in some kind of volunteer or leadership activity. Some examples include: a Big Brothers and Big Sisters program in the Dzaleka Refugee camp in Malawi, Africa; a media club; a public speaking club that meet on a weekly basis to practice their public speaking skills and debate issues within the Refugee camp; and a peace and conflict resolution club.

Several alumni are now active in teaching the secondary and primary schools in their community. These educational projects include: a poetry project and children’s art club; an organization that has developed workshops for women in the community; working as a volunteer with Become Kenya as Youth Empowerment Project and M&E Consultant; and working as a journalist for a local paper in Amman, Jordan.

Several sites have also formed alumni committees to engage in discussion about improving their communities and have even launched virtual global discussions with the goal to stay connected and to maintain affiliation and network with each other even as they resettle throughout the world.

Alumni

- 2010-2012 Cohorts
 - 29 alumni in college programs
 - 13% of all students
 - 24% of graduates
- CSLT Community Business Organizing alumni report success in starting businesses; Primary Teacher Education receive commendations from Head Masters for improving teaching in the primary schools

Photo: Members of a public speaking club that meets on a weekly basis to practice public speaking skills and debate issues within the Refugee camp.



ESTABLISH A SINGLE INFORMATION MANAGEMENT INFRASTRUCTURE WITHIN JC:HEM

Building courses for delivery in fragile contexts has enriched the design process we have evolved over the past five years. Integrating the latest in technology with the best of class design, the learning experience of the student drives the creation of the course – leaving necessary openings for culturally relevant additions.

Awareness of culturally biased content (sometimes intentionally necessary) and strategic streamlining of materials allows us to deliver (design, develop, and support) high-impact, scalable educational materials.

Course Design

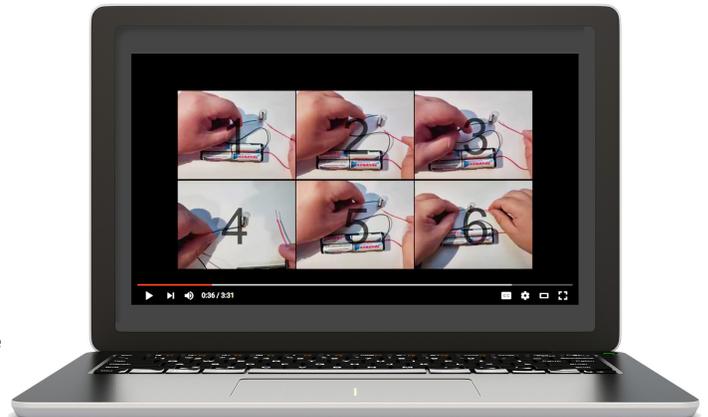
All of our courses are designed using the Ignatian Pedagogical Framework. This framework is based on the transformational elements found in the Spiritual Exercises of St. Ignatius, written over 450 years ago. Paired with current pedagogical approaches of expert thinking, backwards design and cognitive apprenticeship, the framework encourages a profound engagement with the reality of the student, deep reflection to tie mind to heart, and informed action.

Subject Matter Experts (SMEs) are accompanied by Instructional Designers trained in the approach. A portfolio containing the knowledge breakdown, reflections on strategy, learning outcomes, and evidence analysis is produced during this process. It is the blueprint that guides production – streamlining the development of the course materials and reducing production costs.

Production

Using the latest research in multimedia learning, the production team works with the course designer to build the course materials. Each experience is created to specifications outlined in the portfolio. The materials are reviewed and tested by sample populations to ensure the applicability in the various contexts.

The course can contain a mixture of audio, video, immersive video, audio-narrated presentations, simulations and animations. Each element is carefully chosen to contribute to the student experience. Multiple formats of the materials are created to ensure a standardized delivery across multiple platforms.



Support – A Shared Service Model

Integrating our back-end infrastructure, we developed a shared-service model with Georgetown University. JC:HEM systems are branded and managed by the JC:HEM Systems Support staff. With the exception of password resets, JC:HEM staff handles all delivery/technology needs of the learning sites. This allows Georgetown to minimize impact on operational costs of delivery.

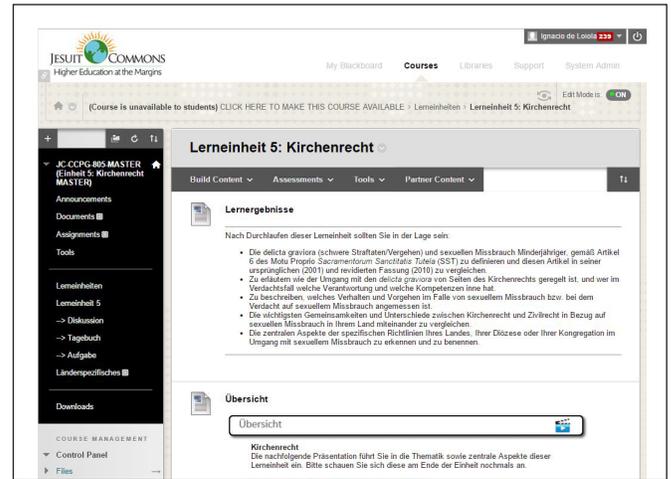
Georgetown handles all systems integration and maintenance – providing an invaluable service to JC:HEM. Judd Nicholson, Interim CIO, has configured a team of support personnel that meet regularly with the JC:HEM Systems Support team to engage in system improvements and overcome challenges faced by the sites.

This critical dependency is important to the success of student record-keeping and course delivery.

Transferrable

Many of the elements we are configuring, including the process for shared services, can be replicated to other institutions. With the use of a federated sign-on, JC:HEM students and faculty can use their credentials across the EDUROAM system.

The JC:HEM Production team’s process allows for easy translation into multiple languages. The same process has been used to launch and deliver content for the Center for Child Protection at the Gregorian University and delivered to India, Chile, Germany, Ecuador, and other countries.



Scalable

The processes we build are measured against the ability to scale. We have created innovations in design and delivery and personnel onboarding.

In 2015, with Duffus Family Foundation, we created the RICCI (Remote Instructional Classroom Collaboration Infrastructure) box. RICCI is a learning lab that can provide access to 10 Surface stations and an instructor station in a completely untethered environment running 4G in the size of a large tool box. Set to pilot in 2016, the RICCI box, at \$11,600/kit, is a low-cost way to extend the learning centers across the globe.

The challenges to delivering in these environments reveals innovative processes that can be shared with our institutions to cut costs and deliver high-quality educational experiences.

Sustainable

To ease the burden of the backend, we have activated our Technology Committee to explore solutions – for instance, examining models like “endowed chairs” to provide operational support to a site. The committee will assist in developing an IT RoadMap to match operational needs with anticipated growth.



ADVANCE THE JC:HEM ACADEMIC RESEARCH AGENDA

Building toward a comprehensive research agenda for JC:HEM the academic research of 2015 focused on student, alumni, and course data. The award of doctoral assistantship credits allowed consideration of broader utilization of doctoral assistantship awards from Universities. In 2016 the CAO will lead an initiative to expand the University network for doctoral assistantships.

MONITOR OUTCOMES OF FIRST-TIME COURSE OFFERINGS AND PLAN COURSE REVISIONS AND FACULTY DEVELOPMENT

End of course evaluation is embedded into each Diploma course for feedback from students and faculty. Response rates from faculty are low so new strategies for completion will be pursued in 2016. New survey questions were tested in 2015 and will be revised for 2016 to obtain more pertinent feedback.

Course evaluation is one part of the JC:HEM research agenda. A doctoral assistantship was awarded through Gonzaga University to analyze all course feedback to date. Findings will guide revisions to the end of course survey.

The Alumni Coordinator was on-site in Kakuma and Dzaleka to interview alumni.

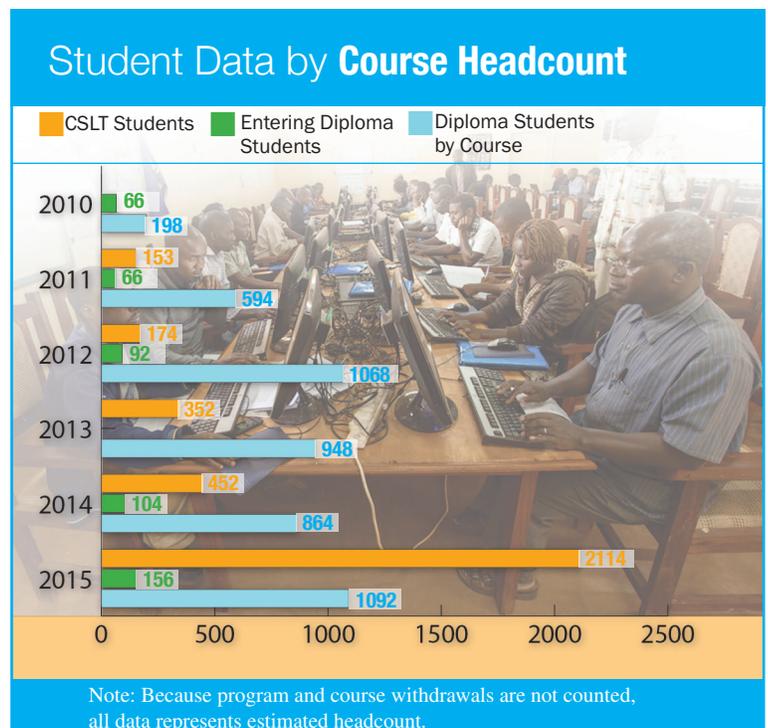
SUPPORT LEARNERS AND THE ON-SITE TEAM TO ENSURE RETENTION AND COMPLETION RATES OF 80% OR ABOVE WITH 10% OR LESS ATTRITION FOR REASONS OTHER THAN RESETTLEMENT

On-site and Online Tutoring Program

On-site tutors and on-line tutors provide essential support for students. On-site tutors are hired through the local partner, and Jody Smith is the volunteer coordinator of the on-line tutors. The Tutors quietly provide excellent support while receiving little visible recognition. Along with the students, all with JC:HEM are profoundly grateful to the tutors.

Faculty Recruitment

Dr. Marie Friedemann serves as the JC:HEM faculty recruiter, and as the Regis University liaison for JC:HEM. These linked roles ensure faculty meet the standards of Regis University and of JC:HEM. Thanks to Marie’s efforts some courses have faculty assigned over 6 months in advance. Improvements in faculty recruitment help ensure faculty complete the JC:HEM Faculty Orientation before they begin teaching.



Curriculum Transformation

A major focus of student learning is the curriculum transformation that occurred during 2015. Subject Matter Experts and the design and production team developed the following courses by December 31, 2015:

Core/Elective

Interpersonal Communication
College Algebra
Ethics and the Human Person
Science
Sociology
Interdisciplinary Arts
World Religion
Political Thought
The Game of American Politics
(Donated by Georgetown Qatar as an elective offering)

Education Track

Foundations and Perspective on Education
Education Psychology
Creating and Managing Learning Environments: Education
Instruction Across Cultures and Exceptionalities
Capstone

Business Track

Introduction to Business
Organizational Behavior and Management
Principles of Marketing

Social Work Track

Introduction to Social Work
Special Topics in Social Work
Community Practice and Advocacy

COURSES CURRENTLY UNDER PRODUCTION

Core/Elective

Introduction to Leadership Studies

Social Work

Interpersonal Communication and Documentation
Social Casework

Business

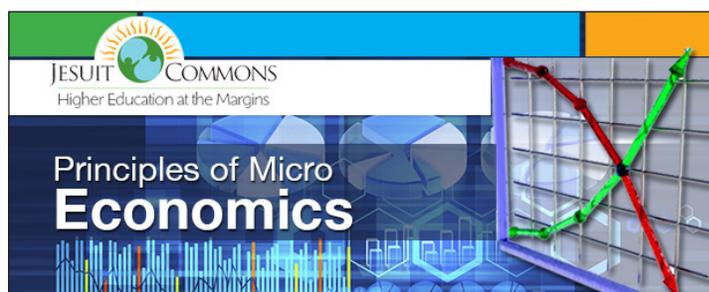
Economics
Entrepreneurship

CSLT Community Service Learning Tracks

In 2015, the first ten CSLTs to utilize Subject Matter Experts (SME) linked with the design and production team are currently completing the stages of design and production. Most of the ten CSLTs have an online course shell built with a completed design which includes a facilitator's guide. They are pending final review by the corresponding SME.

Articulation Agreement

Worthy of note is the articulation agreement with the University of Utah signed in December. The MoU provides for up to five JC:HEM graduates of the Diploma in Liberal Studies, Social Work concentration to matriculate to the BSW program at the UoU. The courses are offered on-line and the students will receive full scholarship.



JC:HEM 2015 financial reports are available upon request.

JC:HEM is a work of the Jesuits, and is a 501c3 non-profit organization, incorporated in Washington State.