Mission Statement:
The Peace and Justice minor is an interdisciplinary program that prepares students to engage with issues of peace and justice both locally and globally. The Peace and Justice minor at St. Norbert College reflects the rich tradition of Catholic social teaching that encourages all members of the community to work for justice and be advocates for the common good. The minor reflects the Norbertine ideal of communio, which encourages us to respond individually and collectively to the needs of our local and global communities.

Our Norbertine heritage guides us toward a primary emphasis on conflict transformation and reconciliation. Norbert of Xanten was known as a peacemaker, who brought enemies together by inviting them to share in the Eucharist. Such work involves more than simply the cessation of violence. Conflict transformation means that we must also address the deep-rooted causes of conflict, seeking justice as the establishment of what is good and right. This broad understanding of sustainable peace requires that we draw from a wide range of academic disciplines in our analysis and strategic thinking.

We strive to teach Peace and Justice minors the following skills and competencies:

• To understand and research a range of peace and justice issues at the local and global levels

• To understand and define key concepts in the field, and to know the relationship between them (e.g., peacemaking, peacebuilding, conflict transformation, conflict resolution)

• To know the Catholic social tradition as it relates to peace and justice

• To be able to utilize a range of theoretical tools in order to understand conflicts and suggest potential strategies for peace (e.g., ethical theories, theories of justice, economic theories, religious frameworks, the human rights tradition)

• To understand the roles of churches, communities, social movements, and organizations in establishing peace and justice

• To develop and articulate a vision for ongoing personal involvement with issues of peace and justice consistent with the student’s academic interests and vocation

• To civically engage to address issues of conflict or injustice
• To be nuanced thinkers in the field (whether focusing on economic and environmental justice, human rights and responsibilities, or conflict and peace)

• To be empathetic in a way that gives rise to responsibility for the common good

• To cultivate an expansive moral imagination in order to deal with differences and converse with others in a pluralistic society

• To be cooperative and communal learners

Vision Statement:
In five years, we envision the Peace and Justice minor to be a vibrant academic program, one that includes courses from across the disciplines and that graduates male and female minors from across the disciplines. We envision a program that engages students in academic and service learning that reflects best practices and that benefits our local and global communities. We envision a program with an established assessment plan that helps to ensure that our graduating students are successfully achieving established learning outcomes. We envision a robust community of students and faculty that reflects concerted efforts to strengthen advising and build community in the minor.
Based on conversations at our Peace and Justice Minor Advisory retreat (September 2012) and retreat follow-up (October 2012), we are beginning to establish goals for the minor and consider concrete action steps for meeting those goals. We are aware that the CEPC does not require specific goals to be written in the first year report for program review, but we thought it may be helpful for you to see what we have discussed as goals for the next several years and possible first steps for strengthening the minor.

**Goal One**: Strengthen advisement.

Rationale: Advisement has not been consistent. We claim to be “monitoring” the service experience, but this has been haphazard and we do not have centralized information on the service component of the minor. We have struggled with the capstone rotation, partially because we have not closely monitored numbers in order to anticipate needs.

Action steps:
1. Assign each student to a faculty advisor in the program.
2. Beginning in spring 2013, set appointments on advisement days with all P&J students so we are seeing them at least once a semester.
3. Begin to centralize information about minors (service hours completed, capstone needs, etc.).

**Goal Two**: Design a more effective assessment plan.

Rationale: While we have some indirect data regarding program quality, we want to improve assessment. The rubrics that we had been using in the Introduction to Peace and Justice course and the Capstone course are no longer used and a new assessment plan is needed.

Action Steps:
1. Meet at least twice in the 2012-2013 academic year to discuss assessment.
2. Determine whether a move to a portfolio system would be beneficial. If so, determine which artifacts ought to be included.
3. Consider exit interviews with graduating seniors.

**Goal Three**: Build community in the minor.

Rationale: The Introduction to Peace and Justice and the Capstone course are the bookends of our minor program. With the exception of the recently required ethics course, other minor courses are selected by each student from a broad range of courses across the curriculum. Students select courses in light of their interests and selected emphasis in the minor (economic and environmental justice, human rights and responsibilities, or conflict and peace). This means that our minors are in disparate courses for much of their time in the minor, which makes community building a challenge. When representatives from our Peace and Justice Minor Advisory Committee
visited the Kroc Institute for a summer institute/workshop (Summer 2010), they solicited feedback about our curriculum design. While the general layout of our curriculum and number of courses were deemed appropriate and in line with programs at other institutions, it was suggested that we create more opportunities for integration and reflection midway through our program. We believe it would benefit our students to have more opportunities for conversation with other Peace and Justice minors and faculty as they move through the program. While the capstone course is designed for reflection and integration of the academic and service components of the minor, surely more opportunities to make connections and integrate ideas and experiences in community would serve students well.

Action Steps:
1. Plan two social events over the year for students and faculty who teach in the minor.
2. Alert faculty who teach courses that count for the minor about the PJ students who are enrolled in their courses each semester so that they can reach out to them, perhaps directing some of the work in the course toward the students’ interest in peace and justice, and also so that the students in the course can identify and ideally be in conversation with one another.

**Goal Four**: Better integrate the service component of the minor.

Rationale: The service component is consistently thought to be a valuable part of the minor. However, we can strengthen it and bring it in line with best practices.

Action Steps:
1. Invite a representative from the Sturzl Center for Community Service and Learning (likely Deirdre Egan) to an Advisory meeting in order to seek advice on how to best design and monitor the service requirement so that students’ service experience is well-integrated into the minor.
Appendix I

Peace and Justice Minor
Program Review: OIE Data

SOOTs

Spring 2008
The majority of respondents were seniors at 67%. 40% (19% college) were from Humanities and 40% (38% college) from Social Sciences at the highest amounts. Cumulative GPA of students taking courses (highest area-2.5-3.0=53%) appears to be lower than the college norm (highest area being 3.1-3.5 at 34%). Analyzing SOOTs data one would be able to see that students appear to overwhelmingly happy with teaching. The lowest area scored with was Resources still has 80% of students indicating they strongly agreed or agreed. Most categories students rated the courses with 90% or better strongly agreeing or agreeing.

Fall 2008
The majority of respondents were split with 44% freshman and 44% sophomores. 56% (19% college) were from Humanities and 11% (37% college) from Social Sciences at the highest amounts. Cumulative GPA of students taking courses (highest areas 33%, Above 3.5, 3.1-3.5, and 2.5-3.0) appears to be slightly higher than the college norm (highest area being 3.1-3.5 at 32%). Analyzing SOOTs data one would be able to see that students appear to overwhelmingly happy with teaching. The lowest area scored with was Student-preparedness with 78% of students indicating they strongly agreed or agreed. Most categories students rated the courses with 90% or better strongly agreeing or agreeing. In three categories, Enthusiasm, Climate, and Respect, students rated the course at 100% strongly agree.

Spring 2010
Overall the Peace and Justice classes were rated slightly above the college mean on 14 of the 17 areas, slightly under in 3 areas, and the same in another area. Enthusiasm was rated best with 79% indicating strongly agree and the other 21% indicating agree. Participation had the lowest combined percentage in the strongly agree and agree categories at 84%. 14% of the students indicated they disagreed or strongly disagreed with Category 6, Questions being addressed clearly.

Fall 2010
In all of the 17 categories the Peace and Justice classes were rated above the college mean. Enthusiasm and Respect were rated the highest with 100% of survey respondents indicating strongly agree. Student-Prepared had the lowest percentage in the strongly agree category at 54%, but still had a combined score of 100% indicating strongly agree or disagree. There were no students who indicated disagree or strongly disagree in any of the 17 categories.

Spring 2011
In all of the 17 categories the Peace and Justice classes were rated above the college mean. Enthusiasm was rated the highest with 100% of survey respondents indicating strongly agree. Instructor-Preparedness and Respect were also very highly rated with both having been indicated by 96% of the respondents for strongly agree. Student Interest had 8% of the respondents indicate disagree or strongly disagree, but still had 92% of the respondents indicating they agree or strongly agree that they were interested.
Fall 2011
Of the 17 categories, the Peace and Justice classes were rated slightly above or below the college mean, but within on standard deviation on every category. Enthusiasm, Climate, and Respect were rated highest with all three having been indicated by 92% of the respondents for strongly agree. Student-Prepared had only 17% of the respondents indicate strongly agree, but still had 100% of the respondents indicating they agree or strongly agree. In 5 of the categories (e.g.: Objectives, Clarity, Questions, Student Interest, and Resources) 8% indicated they disagreed, but in each of those categories 91% or more indicated they agree or strongly agree.

Spring 2012
In 15 of the 17 categories the Peace and Justice classes were rated above the college mean, while in the other 2 categories the P&J mean was just below the college mean. Enthusiasm was rated the highest with 76% of survey respondents indicating strongly agree. Objectives appeared to have the lowest rating with 17% of the respondents indicating disagree or strongly disagree, while 81% of the respondents indicating they agree or strongly agree. Only 53% of students enrolled in the course took the survey. This may or may not have had some influence on the variation in the categories marked, especially in regards to Objectives.

Summary of SOOTs Data
Overall, SOOTs data would indicate that students rate Peace and Justices classes on par with the rest of the courses at Saint Norbert College. The mean for the 17 rated categories is consistently within one standard deviation of the college mean. Overall there has been a pattern of marking Enthusiasm and Respect as the highest areas, while marking Student-Preparedness and Resources as the lowest. In the last two semesters Objectives have also been rated slightly lower than in previous semesters.

Comparable Programs: Peer
Best Fit:
Peace and Justice Minor
http://catalog.smcvt.edu/preview_program.php?catoid=14&poid=1118&returnto=2
St. Michael’s College
Edmundite Center for Peace and Justice
Community counterpart: Burlington Peace and Justice Center

Programs with Similar Minor
Peace Studies: Major and minor
Goucher College

Peace Studies: minor
Gustavus Adolphus College
Peace and World Security Studies
Hampshire College

Social Justice: Minor
Lake Forest College

Leslie Center for Peace and Justice
Ohio Wesleyan University
http://go.owu.edu/~pandj/

Justice Studies Minor
St. Marys (IN.)

Comparable Programs: Aspirant
Best Fit:
Peace and Justice Studies Minor
Beloit College
http://www.beloit.edu/peaceandjusticestudies/minorrequirements/

Programs with Similar Minor
Peace Fellows Program
Illinois Wesleyan
http://www.iwu.edu/istudies/Peace_Fellows_Program.html

Peace Studies: Major and minor
St. John’s University, Mn.

Number of minor graduates:
Looking over the past five years, the minor began a two-year span where there
were no graduates of the minor after peaking with 7 graduates in 2003-2004. While we
are uncertain what led to the lack of graduates in those years, we have seen a steady
increase since, which is a positive sign. The last three years (i.e.: 08-09, 09-10, 10-11)
has seen an average of 4 graduates per year.

<table>
<thead>
<tr>
<th></th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNC Total Graduates</td>
<td>440</td>
<td>424</td>
<td>454</td>
<td>492</td>
</tr>
<tr>
<td>Peace and Justice Minor</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Total Minors</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Percent of all grads</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
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</table>

The ideal number of graduates per year would be 5-8 based on courses included in the
minor and the faculty to teach the introduction and capstone course.

Number of program minors over time:
While the graduates per year is lower than what the minor committee would expect and want it to be, in the 2011-2012 school year 19 students were declared as Peace and Justice minors, the most in the history of the program.

A current list of declared minors from the Registrar indicates that we have 18 minors. It seems, then, that we have the strongest numbers of students enrolled in the program since its founding, and we hope to keep those consistent.

<table>
<thead>
<tr>
<th>Percentage of program graduates compared to declared minors:</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Number of Students Declared as Peace and Justice Minors</td>
</tr>
<tr>
<td>Peace and Justice Minor Graduates</td>
</tr>
<tr>
<td>Percent Graduates as Compared to Minors</td>
</tr>
<tr>
<td>07-08</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>0%</td>
</tr>
</tbody>
</table>

Entering and exiting student profiles of minor students:
Where do most of our students come from? What is the numerical breakdown?

Total enrollments in minor and general education courses:
Including introduction class as part of the new core curriculum.

<table>
<thead>
<tr>
<th>Total Course Enrollment Headcount by Discipline</th>
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</thead>
<tbody>
<tr>
<td>99-00</td>
</tr>
<tr>
<td>18</td>
</tr>
</tbody>
</table>

Longitudinal data would indicate that total course enrollment is at its highest level in the last three years. This would indicate that more students are enrolling in Peace and Justice classes in the last five years than ever before. One-time classes might have increased the numbers. When able to offer courses within the minor, numbers increase.

Academic Advising history:
No formal minor advising is done, spread out throughout other disciplines. We are talking about adding informal advising as part of the mandatory discipline structure, correct? Within the scope of advising and numerical breakdown of disciplines is also looking at how to create a more equal gender distribution as most Peace and Justice minor students are female.

Post graduate education and careers:
The following student HERI Senior surveys and Current Student surveys may provide to a certain degree evidence of common learning objectives and mission as the college or potential impact on the climate of students’ experience at Saint Norbert College in correlation with the Peace and Justice minor. The following are indirect indicators and should not be viewed as cause and effect scenarios.
Student satisfaction with the program:

“Compared with when you first entered this college, how would you now describe your”

“Critical thinking skills”
- Much Stronger / Stronger 93.3% 94.1% 94.1% 94.6% 93.9% 93.8% 92.7%
- 94.2% 94.2%

“Problem-solving skills”
- Much Stronger / Stronger 91.4% 93.3% 93.4% 91.4% 92.9% 93.2% 91.4%
- 93.4% 93.4%

The scope of this data indicates a common thread between the SNC overall goals and the Peace and Justice minor’s identified “mission” and “learning outcomes.”

(HERI Senior, p. 4)

Pd p. 5, p. 2/5

“How often in the past year did you”

“Seek solutions to problems and explain them to others”
- Frequently / Occasionally 95.7% 97.3% 97.1% 95.7% 97.3% 97.1% 95.7% 97.4%
- 97.2% (Habits of Mind).

“Compared with when you first entered this college, how would you now describe your”

“Understanding of the problems facing your community”
- Much Stronger / Stronger 78.0% 81.0% 79.1% 75.3% 77.3% 77.2% 79.6% 82.9%
- 80.1%

“Understanding of national issues”
- Much Stronger / Stronger 74.2% 74.2% 72.6% 79.6% 76.0% 75.3% 71.1% 73.4%
- 71.2%

“Understanding of global issues”
- Much Stronger / Stronger 80.5% 78.8% 77.2% 84.9% 80.9% 80.0% 77.9% 77.8%
- 75.7%

(Civic Awareness)

(SNC Current Student Survey Data, 2011, p. 6)

“To what extent has SNC helped you learn to draw from diverse disciplines to address significant questions, issues and themes.”
- Not at all-4.2%
- Not too much-13.8%
- To Some Extent-49.8%
- To a Great…-27.5%

“To what extent has SNC helped you learn to appreciate the value of a multidisciplinary, integrative approach to solving problems.”
- Not at all-4.4%
- Not too much-13.0%
- To Some Extent-47.8%
“Which of the following best summarizes your attitude toward peace-building?”
In analyzing the SNC Current Student Survey, 91% or 871 of 957 students taking the survey responded that, “Every person has something to contribute to the building of sustainable peace.” Inferentially this supports the mission of the minor, and to less of a degree may indicate an influence the minor has on the student body (SNC Current Student Survey Data, 2011, Question 15, p. 14.

Socially Responsible Behavior
p. 19, Question 20. In what ways have you engaged with the wider community during the past year (please check all th...-Socially responsible behavior (recycling, deciding to use less energy by bicycling vs. driving, buying or not buying products because of company practices, etc.)
607 out 957, 63.4%(SNC Current Student Survey Data, 2011)

Just and Equitable
p. 20, Question 21. For the community service you have done, what motivates you? (Please check the one that most applies to you)
To build a just and equitable society. 105/957 or 11% (SNC Current Student Survey Data, 2011)
Appendix II: Minutes from Peace and Justice Minor Advisory Retreat  
Friday, September 21, 2012

In attendance:
Bridget Burke Ravizza
Leanne Kent
Michael Knight
Christopher Meidl
Bob Pyne
Joe Tullbane
Paul Wadell

We began by discussing our current mission statement. Suggestions included incorporating some of the language from the handout about the academic minor distributed through the PJ Center. Positives identified: language linking minor to work of St. Norbert, communio, language of common good from Catholic social teaching. Want to affirm the interdisciplinary nature of the minor. Bridget agreed to incorporate suggestions and send out a draft to committee.

We revisited our learning outcomes (which were drawn mainly from our minor advisory retreat in 2011-12 academic year). General satisfaction with the outcomes. A few were added. Agreement that these outcomes reflect our mission in the minor and at SNC.

Briefly discussed the numbers of students in the program. Numbers (19 minors) are strong—data shows that minors have been growing. We are at an all time high, which is great. However, according to the latest list we have of minors (from last year), we only have one male minor. We noted that a lack of male minors was a noted problem in the last program review (2008). We discussed ways to grow the minor. We discussed the possibility of teaching the Intro to Peace and Justice course in the core curriculum as a way to draw more students into the program. Bob Pyne has proposed the course for the new curriculum. Also, developing fliers to publicize courses in the weeks before advisement—advertisement for the minor. It was also suggested that we could possibly utilize the Registrar or OIE to detect when students have taken a couple of courses that count for the minor so that we can reach out to them and suggest that they consider declaring a minor.

We discussed the need to strengthen advisement. Some ideas: assign all minors to a PJ faculty member in order to meet every advisement day; find ways to alert faculty teaching in the program about the minors in their general education courses; highlight study abroad programs that work with the minor. Better advisement, we assume, will help us know how many students are “coming down the pike” for the capstone course.

We discussed the need to better monitor and integrate the service component of the minor. We need to centralize information. We will invite a rep from the Sturzl Center for
Community Service and Learning to help us incorporate best practices. Leanne mentioned how helpful the Center has been with service-learning efforts in her courses.

We want to continue work with the Peace and Justice LIB guide, determining what links might be appropriate for our students. Also, a reminder that there are library resources for those who teach in the minor.

It is clear to us that we need to develop an assessment plan. We stopped using the older rubrics in the Intro and Capstone course because we no longer found them to be serving us well. We have discussed moving toward a portfolio system. Will spend some time discussing this in upcoming months (what artifacts? who will assess the portfolios?). Also, Bob Pyne has suggested exit interviews with graduating students to assess values such as empathy and tolerance—how might we do this effectively with small numbers.

Bridget will work on draft of first year program review report for CEPC. She asked folks to more thoroughly review the data on website to inform their review of the draft and enable them to make suggestions.

Submitted by: Bridget Burke Ravizza
September 23, 2012
Appendix III: Peace and Justice Advisory Meeting Minutes
October 1, 2012

In Attendance:
Bridget Burke Ravizza
Leanne Kent
Michael Knight
Christopher Meidl
Bob Pyne
Joe Tullbane
Paul Wadell

Approved minutes from our 9/21/12 meeting.

Christopher led a discussion of the data that was located in the Peace and Justice data folder on the OIE website, on which he had done some initial analysis.

SOOTS overall in the last five years show strong teaching. Scores across the board are within the standard deviation. Scores are especially high as they relate to the enthusiasm of the professor and the creation of a respectful classroom.

We discussed the high number of minors currently in the program compared to years past. Last year 19 minors, this year 18 minors. Two related discussions ensued:

1. We discussed ongoing concerns about consistent numbers in the capstone class. We plan to advise (two) juniors this year to take the capstone class this spring along with the healthy group of graduating seniors. Then, we will not teach the capstone next spring, but Bridget plans to teach it the following spring (2015). We currently have seven sophomores declared as minors so we should have a significant group in the capstone in spring 2015.

2. We discussed whether we want to grow the numbers of minors, which we do. We think that the numbers of minors will likely increase if the Intro to P&J is approved to be taught in the core curriculum (the course has been submitted for consideration by Bob Pyne). We discussed the possibility of teaching the Intro course every semester—this would be ideal, but we would need more staffing. If the Intro course is taught each semester in the core curriculum (or even every other semester), we are likely to see bigger numbers of minors and then the capstone will definitely need to be taught every spring. When this happens, we will need more faculty teaching in the minor (specifically the capstone) so that Bob is able to teach other Peace and Justice courses. Due to commitments in Religious Studies, Bridget is only able to teach PEAC400 every other year.

We discussed ways to reach out to students across the disciplines, since minors tend to come from the humanities and, secondarily, social sciences. Are there ways to reach out to students in the natural sciences (e.g. environmental sciences)? We are curious whether
the dominance of humanities students is typical of other peace and justice minor programs.

We discussed indirect evidence about the minor from student surveys. We would like to have more information about how the minor program forms students. One possibility of assessing this is to have exit surveys with graduating seniors.

We reviewed together the first draft of the program review report. Minor changes were suggested and Bridget agreed to make those revisions and pass along the revised copy for review. Bob agreed to draft a sentence to possibly add to the vision statement and/or a learning outcome regarding student knowledge of culture and privilege for the committee to review.

There was some question about whether we needed to include action steps in the first year written report. Consensus was that based on the revised program review guidelines, we did not need to include goals and action steps. Bridget agreed to call Kevin Quinn to verify.

Respectfully submitted by: Bridget Burke Ravizza