

CCSJ Terms and Definitions

Advocacy

An action or set of actions to publicly support or recommend a particular cause or policy.

Critical Components of justice-based advocacy:

- Anti-racist, intersectional lens
- Shifts power to marginalized communities
- Lead by impacted communities

Anti-Racism

Anti-racism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably. Anti-racism examines the power imbalances between people of color and white people. These imbalances play out in the form of unearned privileges that white people benefit from and people of color do not. Anti-racism is an active way of seeing and being in the world, in order to transform it. Because racism occurs at all levels and spheres of society, anti-racism education/activism is necessary in all aspects of society.

<http://www.aclrc.com/antiracism-defined>

AMDG

AMDG or, the abbreviation for “Ad maiorem Dei gloriam or Ad majorem Dei glóriam, is the Latin motto of the Society of Jesus (Jesuits).

<http://image.jesuits.org/CANADA/media/Jesuit-Dictionary.pdf>

Asset-Based Community Development

A methodology that builds from the assets and resources that are already found in a community and mobilizes individuals, associations, and institutions to come together to build on their assets-- not concentrate on their needs.

<https://resources.depaul.edu/abcd-institute>

Charity

Generosity, aid and helpfulness especially toward those who are suffering or in need of resources. This act is not done from a sense of superiority and is done purely to contribute to the human community.

Civic Engagement

Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes. A morally and civically responsible individual recognizes themselves as a member of a larger social fabric and therefore considers social problems to be at least partly their own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate.

*Civic Responsibility and Higher Education, edited by Thomas Ehrlich,
published by Oryx Press, 2000*

Community Engagement

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Carnegie Foundation for Teaching and Learning

Community-Engaged Learning and Scholarship

This is work that connects a university to human society, human life, and the environment. The university supports that work by supporting community-based research and civic- and community-engaged learning and scholarship. Engaged scholarship at Loyola University Maryland is ideally produced through reciprocal, mutually beneficial partnerships between the university's knowledge centers—the faculty, students, curriculum, classrooms, and library—and community agencies, persons, and other resources. By advancing social and environmental justice, engaged citizenship, transformative learning, and disciplinary knowledge, such partnerships are an example of Loyola's Jesuit mission in action.

<https://www.loyola.edu/department/ccsj/get-involved/community-engagement>

Cura Apostolica

Latin for "apostolic care"; The term cura apostolica is the counterpart to cura personalis and, as that refers to the personal care of individuals, this one is concerned with the care of an individual's apostolate or ministry or with that of a given corporate apostolate. In other words, care for the community.

The exercise of cura apostolica in the world of Jesuit higher education today falls not just on the "sponsoring" Society of Jesus, but on all engaged in the work -- the trustees, the presidents and other administrators, the faculty and the staff -- an increasing number of whom are not Jesuits.

<https://www.xavier.edu/jesuitresource/jesuit-a-z/terms-c/index#cura%20A>

Cura Personalis

Care for the Whole Person; Jesuit institutions are known for respecting and responding to the unique needs of individual persons, as well as for helping them to identify and develop the full range and variety of their particular gifts and talents, especially with an eye toward service and leadership. Loyola manifests its effort to honor, care for, and educate the whole person by encouraging its constituents to strive after intellectual, physical, psychological, social, and spiritual health and well-being.

<https://www.loyola.edu/about/mission/core-values#whole-person>

Community Service (see also: Service-Learning, Community Engagement and Civic Engagement)

The engagement of individuals with a nonprofit, government, or community-based organization that focuses on providing services to address unmet human needs identified by a community partner (i.e.: education, economic opportunity, housing, health, nutrition). In the Jesuit tradition, community service activities necessitate structured reflection and connection to academic knowledge.

Discernment

Discernment is based on several presuppositions: humans have freedom and their choices have consequences; some choices are better—and freer—than others; human choices are not only between good and evil, but are often between lesser goods and greater goods; and it is possible through attending to motivations, feelings, and patterns of decision-making to improve the freedom, goodness, and authenticity of one’s choices. Thus, Jesuit institutions have been known over the centuries for teaching people—regardless of their individual faith convictions—to think critically, to inform their consciences, and to cultivate habits of ongoing reflection and self-evaluation.

<https://www.loyola.edu/about/mission/core-values#discernment>

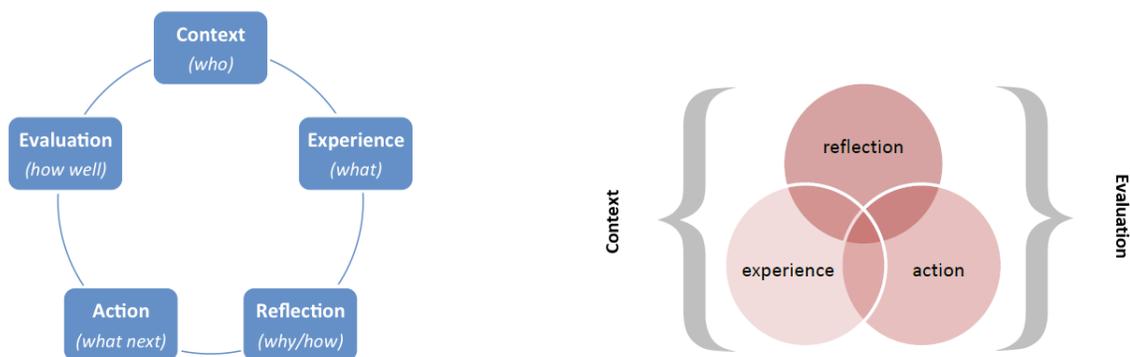
Ignatian Citizen

Loyola’s aim is to become the leader in defining, promoting, and advancing Ignatian citizenship. The University will begin by cultivating a campus-wide ethos of Ignatian citizenship, promoting thoughtful and active civic and global engagement among all members of our community.

Ignatian citizens think of themselves as part of something larger, as responsible for the betterment of our shared world; as men and women who think and act for the rights of others, especially the disadvantaged and the oppressed. Now more than ever, our world needs Ignatian citizens; Loyola is called to act and we are uniquely poised to do so from a position of strength and responsibility that is based on our mission and core values.

Taken from Loyola’s 2017-2022 Strategic Plan

Ignatian Pedagogical Paradigm



The Ignatian pedagogical paradigm is a way of learning and a method of teaching based on St. Ignatius Loyola's *Spiritual Exercises*, his famous method of helping retreatants become closer to Jesus through imaginative prayer, reflection, and discernment—a critical, internal consideration of a situation or question and how it relates to one’s personal or professional vocation. Ignatian education strives to develop people of competence, conscience, and compassion. It is a collaborative process between and among faculty and students which fosters personal and cooperative study, discovery, creativity, and reflection to promote life-long learning and action for and with others.

Ignatian Pedagogical Paradigm (continued)

Ignatian Pedagogy is the way in which teachers accompany learners in their growth and development. This approach must include a world view and a vision of the human person. In today's world, there is a tendency to view the aim of education in excessively utilitarian terms. To avoid such distortion, teachers in Jesuit schools present academic subjects out of a human centeredness, with stress on uncovering and exploring the patterns, relationships, facts, questions, insights, conclusions, problems, solutions, and implications which a particular discipline brings to light about what it means to be a human being. Education thus becomes a carefully reasoned investigation through which the student forms or reforms his or her habitual attitudes towards other people and the world.

The Jesuit approach to educating people for and with others encourages teachers to walk alongside learners in the learning process, taking into account the context of the learner and the intellectual and affective experience of learning; reflecting, from various perspectives, on the meaning of learning; expressing learning through action; and evaluating learning through various means, including genuine changes in the learner.

Taken and Adapted from: [https://www.loyola.edu/department/ignatian-pedagogy/http://jesuitinstitute.org/Resources/Ignatian%20Pedagogy%20Abridged%20%20\(Jan%2014\)%20210x210%20MASTER.pdf](https://www.loyola.edu/department/ignatian-pedagogy/http://jesuitinstitute.org/Resources/Ignatian%20Pedagogy%20Abridged%20%20(Jan%2014)%20210x210%20MASTER.pdf)

[Ignatian Pedagogy: A Practical Approach](#)

Dr. Sharon Korth

[Ignatian Pedagogical Paradigm](#)

Wikipedia

Immersion

Immersion experiences allow participants to learn more about a community, immerse themselves in a culture, and understand the implications of social issues. One part of the immersion experience offers Loyola community members an opportunity to spend academic breaks (winter, spring, summer) immersed in a community (locally, domestically, and internationally). Participants engage in dialogue and reflection about justice and what it means to be an Ignatian Citizen.

Immersion experiences include:

- In-depth preparation, education, and community building
- Community-based learning experiences and/or direct service with a community-based organization
- Reflection activities and group dialogue
- Commitment to related advocacy, engagement and ongoing learning

<https://www.loyola.edu/join-us/immersions>

Jesuit

Jesuits, also called the Society of Jesus, is a Roman Catholic order founded half a millennium ago by the soldier-turned-mystic Ignatius Loyola. But most people call them "the Jesuits." In the vision of Ignatius Loyola, Jesuits seek to "find God in all things." They dedicate themselves to the "greater glory of God" and the good of all humanity.

<http://jesuits.org/aboutus>

Justice

Justice is a concept of fair and equitable relations between the individual and society. This is measured by the explicit and tacit terms for the distribution of wealth, opportunities, and social privileges.

Justice is an area of concern for those interested in Ignatian spirituality. The early Jesuits often described their work as simply “helping souls.” The great Jesuit leader Pedro Arrupe updated this idea in the 20th century by calling those formed in Ignatian spirituality “men and women for others.” Both phrases express a deep commitment to social justice and a radical giving of oneself to others. Many organizations and colleges informed by Ignatian spirituality offer opportunities to work for social justice in the world today.

<https://drive.google.com/file/d/0B5cQDUWg9Kd8eXZMWHU3ckpQVUk/view>
www.IgnatianSpirituality.com

Magis

The ideal of the magis undergirds a certain restless pursuit of excellence across the board—a refusal to be satisfied with mediocrity, or to become easily contented with the status quo.

Loyola challenges itself and its constituents to strive for improvement on an ongoing basis by holding out an ideal of personal wholeness and integration as the ultimate horizon of growth, while simultaneously recognizing that development and growth require time and sustained effort. The University seeks to encourage its constituent members to think creatively and to challenge the status quo when appropriate. Loyola also seeks to foster habits of learning, inquiry, and personal and corporate self-examination that encourage ongoing growth and change in its members, even after they leave the University community.

<https://www.loyola.edu/about/mission/core-values#improve>

Partnership

Working together with other nonprofits to achieve greater impact (e.g. shared services, mergers, joint programming, etc.) Partnerships are strategic alliances between nonprofits that are intended to achieve greater impact than any organization could generate on its own.

Not all partnerships are created equal. Some partnerships may only occur occasionally. (e.g. partnering to do roundtables, task forces) and some partnerships require a more formal structure like an MOU. Regardless of the form of partnership, there are three shared components:

- Consistent communication
- Generally shared values and goals
- Quid pro quo

<https://www.bridgespan.org/insights/library/nonprofit-management-tools-and-trends/strategic-alliances>

People For and With Others:

The new and somewhat radical founding vision of Ignatius Loyola foresaw from the outset that his Jesuit companions should be “men on the move,” “contemplatives in action,” whose lives were completely devoted to “reading the signs of the times” and responding creatively and concretely to the pressing needs of their world. In the Jesuit educational tradition, this “apostolic” or action-oriented focus has translated into a tradition of forming “men and women for and with others” who are committed to generous service that aims to create a more just world for all. This “institutional commitment to the service of the people of God and of the human family in their pilgrimage to the transcendent goal which gives meaning to life” also marks Loyola as a Catholic institution of higher learning.

<https://www.loyola.edu/about/mission/core-values#service>

<https://www.xavier.edu/jesuitresource/jesuit-a-z/terms-m/index>

Place-Based Community Engagement

A long-term university-wide commitment to partner with local residents, organizations, and other leaders to focus equally on campus and community impact within a clearly defined geographic area.

<https://www.seattleu.edu/cce/suvi/advance-the-field/place-based-justice-network/>

Publicity Assistant

The Student Publicity Assistant are CCSJ student interns who are responsible for the communications operation of CCSJ. Through marketing techniques, the Publicity Assistants establish CCSJ’s identity on campus and educate the campus community through graphic design, social media, photography and videography.

<https://www.loyola.edu/department/ccsj/get-involved/leadership/student-employment/position-descriptions>

Reflection

Reflection means thoughtful reconsideration of subject matter, an experience, an idea, a purpose or a spontaneous reaction, that its significance may be more fully grasped. Reflection is how meaning becomes apparent in human experience. Memory, understanding, imagination and feelings are used to perceive meaning and value in the subject matter, and to discover connections with other forms of knowledge and activity, and to understand its implications in the further search for truth and liberty. Ignatian learning cannot stop at experience. It would lack the component of reflection where meaning and significance arise, and where integration of that meaning translates into competence, conscience and compassion.

Ignatian Pedagogy: A Practical Approach, the International Centre for Jesuit Education in Rome, 1993.

Service Coordinator

Service Coordinators are CCSJ student interns who coordinate community engagement opportunities to connect students, faculty, staff and administrators with our local community. They support partner communications, logistics, preparation and reflections to foster relationship building and education.

<https://www.loyola.edu/department/ccsj/get-involved/leadership/student-employment/position-descriptions>

Service-Learning

Service-learning is community service as part of an academic course. At Loyola, there are courses that are formally designated as “service-learning” where faculty have completed the university’s Faculty Fellows program and the course syllabus has been structured intentionally to make community service, in effect, an additional textbook in the class. Additionally, there are courses with “service components” that may also offer community service options, but may not be woven throughout the course learning aims.

Solidarity

Solidarity is one of the seven themes of Catholic Social Teaching. It means to value our fellow human beings and respecting who they are as individuals - in each unique identity. We are one human family whatever our national, racial, ethnic, economic, and ideological differences.

“The many situations of inequality, poverty and injustice, are signs not only of a profound lack of fraternity, but also of the absence of a culture of solidarity. New ideologies, characterized by rampant individualism, egocentrism and materialistic consumerism, weaken social bonds, fueling that “throw away” mentality which leads to contempt for, and the abandonment of, the weakest and those considered “useless”. In this way human coexistence increasingly tends to resemble a mere *do ut des* which is both pragmatic and selfish” - Pope Francis

“We are all one family in the world. Building a community that empowers everyone to attain their full potential through each of us respecting each other’s dignity, rights and responsibilities makes the world a better place to live” Sollicitudo rei socialis – ‘On Social Concern’ (1987)

<https://www.catholicsocialteaching.org.uk/themes/solidarity>

<http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm>

Other helpful Resources:

<https://www.xavier.edu/jesuitresource/jesuit-a-z/terms-m/index>

<http://image.jesuits.org/CANADA/media/Jesuit-Dictionary.pdf>

https://www.siprep.org/uploaded/about_si/documents/Do_You_Speak_Ignatian.pdf

<https://www.creighton.edu/cte/preparing-teach/mission-and-identity>