



ICP Mission Project

Project Overview:

As an **implementation** component of the Ignatian Colleagues Program, each participant will work design and conduct a work-related project that advances the institution's mission in light of what he or she is appropriating in the program. To the degree possible, the project should be implemented (in whole or in part) before the end of the program and will be reviewed by the ICP office within a year of the program's completion as a mean's of program assessment. As indicated below, the program should be developed in consultation with one's campus coordinator.

Recommended Steps

1. The participant should consult with her or his campus coordinator to discuss institutional/divisional/departmental challenges or opportunities that might be addressed as part of the participant's everyday work. The participant then discerns which of these could serve as the basis of a project that would best enable her or him to apply what she or he is learning in order to advance the mission.
2. The participant should write a clear rationale for the project that includes:
 - a. A statement of the challenge or opportunity being addressed
 - b. The rationale for choosing the project
 - c. An articulation of how this project incorporates and deepens what the participant has appropriated (or is appropriating) through his or her experience in the program
3. The participant should discuss the possibility of such a project with her or his direct supervisor (in conjunction with the campus coordinator) and receive written approval of its viability. The participant should ask the supervisor for recommendations of other community members who might offer helpful insights into the design of the project.
4. The participant will engage in a series of reflective conversations with colleagues on campus, within the program, and across the AJCU to gain insights for implementing the program. Since the design of the project occurs before all the content has been covered in the ICP, it may be necessary for a participant to look ahead and anticipate the topics that will be covered (e.g., issues around catholicity) and plan to introduce appropriated material into the project as it arises.

This is an important preparatory step in the project that involves a period of active, intentional conversations and reflections around mission. By engaging people in these kinds of conversations, we can be more attentive to how the Spirit is moving around campus (and across campuses), be attuned to the breadth of the challenge or opportunity, and be open to new ways of addressing the situation. Accordingly, we encourage participants to use their journals and/or portfolios to record their reflections on these conversations, and, as appropriate, to discuss the project with their Ignatian retreat director.

5. Ultimately, the participant will design a project plan that addresses the challenge or opportunity identified above. The project plan should include but not be limited to:
 - a. A clear statement of the challenge or opportunity being addressed and the rationale for its choice
 - b. A table or chart that includes (see sample table below):
 - i. Three principle outcomes
 - ii. A brief description of each outcome
 - iii. The intended audience of each outcome (students, faculty, staff, alums, donors, etc)
 - iv. A general explanation of how each outcome impacts the mission of the institution
 - v. Proposed measures of growth (or indicators) toward achieving each outcome
 - c. A list of the steps to be taken along with a timetable for their implementation
 - d. A list of the colleagues who have been or will be consulted during the project
 - e. A list of the resources that will be needed

Sample table for ICP Project Outcomes

	Description	Audience	Mission Impact	Measure of Growth Toward Outcome
Outcome 1				
Outcome 2				
Outcome 3				

Project Presentation and Assessment:

A month before the Capstone Experience, each participant will be required to submit a one-page abstract of the project he or she has planned. During the Capstone Experience, participants will have the opportunity to present their projects and progress to colleagues in small groups. This will be an opportunity to share ideas and seek constructive feedback. Completed plans will also be shared on the website for illustrative purposes.

The ICP Advisory Board will conduct a review and assessment of each project within a year based on the components laid out above and the overall goals of the Ignatian Colleagues Program. The results of the review and assessment will be shared with the participants and their respective coordinators and may be in used in the aggregate as part of the overall assessment of the ICP itself.

Sample ICP Projects from Previous ICP Participants

1. A nursing department head is redesigning a program that places nursing undergraduates in a clinical rotation on city streets with the homeless to include intentional reflection and social analysis rooted in teachings on social justice that and solidarity with the poor.
2. A Student Affairs administrator is designing a series of semester-long staff development seminars in which division members explore the role of mission across the division of Student Affairs.
3. A School of Education dean is infusing an existing two-year program for part-time faculty with new elements of Ignatian pedagogy and spirituality.
4. A senior biology faculty member who directs an environmental center is developing an Ecology course for majors, the structure of which is influenced by the thematic movements of the Spiritual Exercises. The course will explore contemporary Catholic conversations around the intersection of faith and reason as it pertains to the sciences.
5. Two deans from one institution are working together to invite their respective faculties to learn about the Ignatian pedagogical paradigm and apply it creatively to within their specific disciplines and actual courses.
6. An administrator in advancement is looking at how Catholic social teaching and principles of solidarity and justice can strategically guide investment and fundraising/friendraising efforts.
7. A graduate school administrator is investigating ways to integrate mission and identity more explicitly into graduate education.