

## 2019 Service Learning Professionals Conference Conference Session Descriptions

### Wednesday, June 26<sup>th</sup>

**10:45-12:00pm**

#### **Becoming Anti-Racist: Teaching Tools, Inclusive Practices, Institutional Partnerships, Hogan Suite A (4<sup>th</sup> Floor)**

Jean Lee Cole (Loyola University Maryland)

Kortney Hernandez (Loyola Marymount University)

Heather Mack (Heather Mack Consulting)

This session explores how racism and colonialism inform service-learning in higher education. We look in depth at four white-centered aspects of service-learning (pedagogy, partnership, assessment, and organizational practices) and offer means for rethinking them through an anti-racism lens. Participants will have the opportunity to work with other members of their institutional team during the session.

**1:15-2:30pm**

#### **A) Models of Community Engagement & Pathways Towards Transformative Partnerships, Hogan 406(08)**

Erik Goldschmidt (Spring Hill College)

Andrew Miller (Loyola University of Chicago)

Loyola University Chicago has piloted an assessment of community partners using a modified version of the Transformational Relationship Evaluation Scale. Using this as a lens, we will consider Spring Hill's Fellowship in Civic Leadership and invite you to join us for a conversation about how to balance our students' learning outcomes with our obligations to our community partner organizations. How can we reconcile the necessary structures of our programs with the need for lasting engagement?

#### **B) Exploring Faculty Development: Scholar-Practitioner Inquiry into Facilitating Social Justice Education, Hogan Suite B (4<sup>th</sup> Floor)**

Patrick Green (Loyola University of Chicago)

Andrea Canuel (Fairfield University)

Sr. Katherine Feely (John Carroll University)

Sean Rhiney (Xavier University)

Leah Sweetman (St. Louis University)

From a practitioner-scholar inquiry stance, this panel presents an exploratory study of practice: *How do you facilitate social justice education for faculty through faculty development programs?* This panel of service-learning professionals will discuss different approaches to faculty development programs around social justice through a case study approach.

**2:45-4:00pm**

**A) Roundtable Discussion: Living our Jesuit Mission in the Context of a Catholic Church in Crisis, Hogan 406(08)**

Isabelle Jenkins (College of the Holy Cross)

This roundtable discussion will be an open forum for participants to talk about current tensions and opportunities on their own campus in relation to the topic.

**B) The Place of SL in Real Community-Change Making, Hogan Suite B (4<sup>th</sup> Floor)**

Melissa Quan (Fairfield University)

This session will share early themes emerging from a dissertation study focused on the topic of community impact in higher education community engagement. The purpose of this grounded theory study is to explore how community partners define, measure, and understand community impact in a diverse set of campus-community partnership initiatives at two U.S. Universities. This study extends beyond the exploration of community perceptions of community engagement practice or their satisfaction with working with students and moves toward engaging community voice and knowledges in defining the impacts that should be the focus of community engagement practice.

**Thursday, June 27<sup>th</sup>**

**8:45-10:00 am**

**A) Civic Dialogue, Hogan 406(08)**

Kim Jensen Bohat (Marquette University)

Julie Schumacher Cohen (University of Scranton)

Marquette University and the University of Scranton will share two civic dialogue programs they have implemented on their campuses as a response to concerns about both campus climate and our political climate nationally. Over

the past two years, Marquette's Program, "Creating Agency for Civic Dialogue at Marquette" has worked to train both student and faculty leaders to implement course-based dialogue about critical, but often polarizing, social justice issues. The University of Scranton has run "Bursting our Political Bubbles: A Dialogue Across Difference" for the past two years, combining reflection structured dialogue methods and Ignatian discernment and learning practices in a civic engagement initiative that has included co-curricular students dialogues and community engagement collaboration. The workshop will include an overview of the two projects, highlighting best practices, tools and resources, and lessons learned. The session will also include a "mini dialogue" for participants.

**B) Student Formation on the Continuum: Support for Justice Pedagogy, Hogan Suite B (4<sup>th</sup> Floor)**

Tom Kelly (Creighton University)

Tim Hipkind, S.J. (University of Detroit Mercy)

Michelle Sterk Barrett (College of the Holy Cross)

Three different strategies for supporting justice pedagogy at Jesuit Universities will be presented in this session. The first presentation discusses the importance of anticipatory reflection and student formation prior to global service-learning immersions. The second presentation discusses strategies for circumventing and managing "resistance" to certain aspects of justice education during courses. The third presentation summarizes a capstone course allowing students to integrate their justice-related experiences in their final year of college. Preparation before, response during and integration after opportunities for justice pedagogy represent formation on the continuum in Jesuit higher education.