

6-2013

## Launch Meeting Presentation in English

Jesuit Universities Humanitarian Action Network (JUHAN)

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# Teagle Foundation Project Launch Meeting: August 19-21, 2013

**Collaborative Project in Student Learning:  
The Examination of Enduring Questions  
through Humanitarian Education**

**June 1, 2013 - June 30, 2016**





# Teagle Foundation Project Launch Meeting: August 19-21, 2013

## Welcome Remarks:

- ◉ Jeffrey P. von Arx, S.J.,  
President, Fairfield University



# OVERVIEW OF THE TEAGLE PROJECT

- Overview: Rick Ryscavage
  - JUHAN's founded in 2006
  - Phase I of Teagle Project
- Phase II: Enduring Questions: Janie Leatherman
  - Project Goal
- Project Teams: Fairfield, Georgetown and UCA
  - Team member introductions; one member from each team shares institution's context.

# OVERVIEW OF THE TEAGLE PROJECT

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# PROJECT TEAM MEMBERS

## ◉ Fairfield University

- Patricia Calderwood, GSEA and CAE
- David McFadden, College of Arts & Sciences
- Patricia Poli, Dolan School of Business
- Sally Gerard, School of Nursing
- Shannon Reckinger, School of Engineering
- Suzanna Klaf, Center for Academic Excellence
- Julie Labbadia, Graduate Assistant and Emma Cannon, JUHAN Fellow

## ◉ Georgetown University

- Susan Martin, Institute for the Study of International Migration in the School of Foreign Service
- Andria Wisler, Center for Social Justice
- Elham Atashi, Program on Justice and Peace Studies
- Sara Jones, Center for Social Justice
- Mary Oeftering, JUHAN Fellow

## ◉ UCA

- Mario Cornejo, UCA Social Service Program
- Maria Luisa Miranda, Undergraduate Programs Director
- Teresa Matus, Undergraduate Programs Assistant
- Javier Menocal Cargo: Coord, Humanities & Philosophy



# Teagle Foundation: Mission

*The Teagle Foundation intends to be an influential national voice and a catalyst for change in higher education to improve undergraduate student learning in the arts and sciences.*

# SCOPE OF HUMANITARIANISM

Facilitated by Janie Leatherman

- What is humanitarianism?
- Distinction of humanitarian education and humanitarian action



# IMPORTANCE OF SHAPING A NEW GENERATION

Global humanitarian needs continue to remain high

- In 2011, the total number of forcibly displaced people remained in excess of 42 million, including 15.2 million refugees, 26.4 million internally displaced persons and 895,000 asylum seekers.



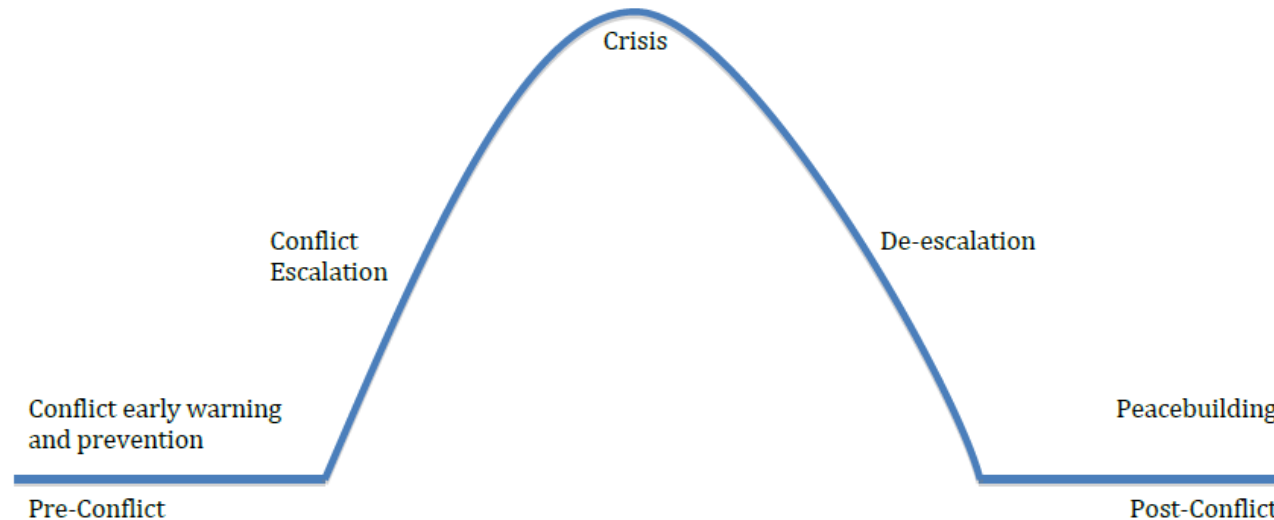
## Key Developments:



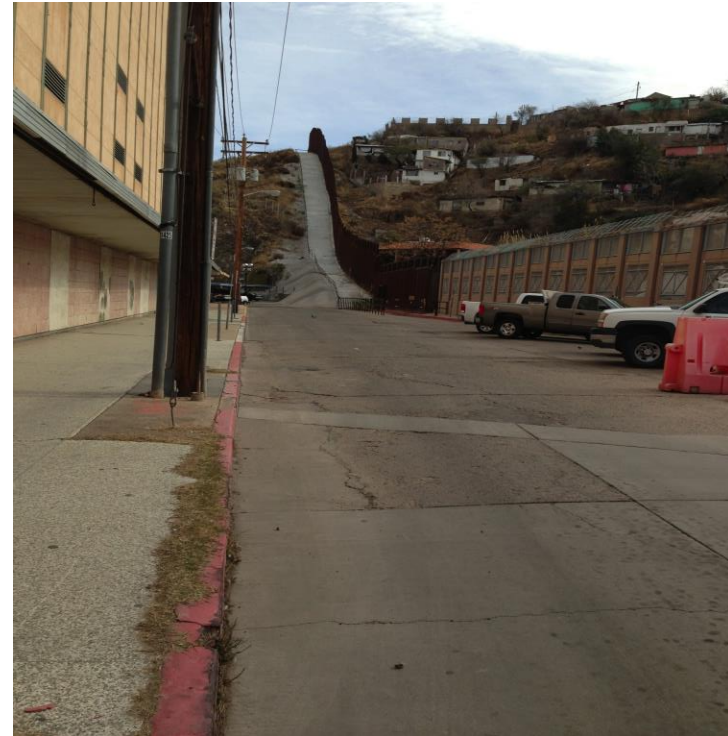
- ◉ Changing nature of conflicts and wars
- ◉ Shifts in the balance of refugees from rural camp settings to urban locations
- ◉ Increasing threats of human displacement from climate change
- ◉ “mixed migration”
- ◉ UNHCR has identified 3.5 million stateless persons in 64 countries

# TEMPORAL VERSUS SPATIAL DIMENSIONS OF HUMANITARIANISM

Temporal (Unilinear) Perspective on Conflict Cycle:  
Phase Model



# DEVELOPING MODELS FOR HUMANITARIAN STUDIES



*Fairfield University Launch Meeting -  
Enduring Questions through Humanitarian Education*



# JUHAN ASSESSMENT TOOLKIT

## JUHAN Assessment Toolkit for Universities' Humanitarian Engagement

Facilitated by Julie Mughal

- ◉ **Objective:** To better articulate and measure student learning in the context of humanitarian coursework and co-curricular engagement.
  
- ◉ **Comprises:**
  - Cognitive and affective learning outcomes; and
  - 4 tools for measuring student learning on these outcomes:
    - *Rubrics with defined rubric traits*
    - *a vignette*
    - *a course survey*
    - *prompts for engaging students in reflecting on their service experience*

# JUHAN ASSESSMENT TOOLKIT

Toolkit can be used to design and measure student achievement in courses and co-curricular activities across the JUHAN network.

For example:

- ◉ Rubric to evaluate student papers or essays
- ◉ Vignette as a brief in-class assignment
- ◉ Pre and post survey for students to measure learning in a course or after involvement in a humanitarian activity

# JUHAN Learning Objectives in Use



- ◉ **Guidelines for Designation of JUHAN Courses at Fairfield**
  - Call for proposals in Fall and Spring
  
- ◉ **Sample Syllabi:**
  - Multi-disciplinary courses from schools across the network
    - Conflict Analysis and Resolution - Fordham
    - Haiti: An Economic Perspective- Fairfield
    - Intro to Justice and Peace - Georgetown
    - International Humanitarian Action: Darfur - Santa Ana
    - Kenya: Development, Peace and Social Justice - Holy Cross

# JUHAN Growth at Fairfield U

- ✓ Over 700 students have enrolled in JUHAN-designated courses since 2009
- ✓ Some 40 courses have been offered
- ✓ Over 20 professors have taught JUHAN courses

Fall 2013: 10 courses

2012 - 2013: 17 courses/358 students

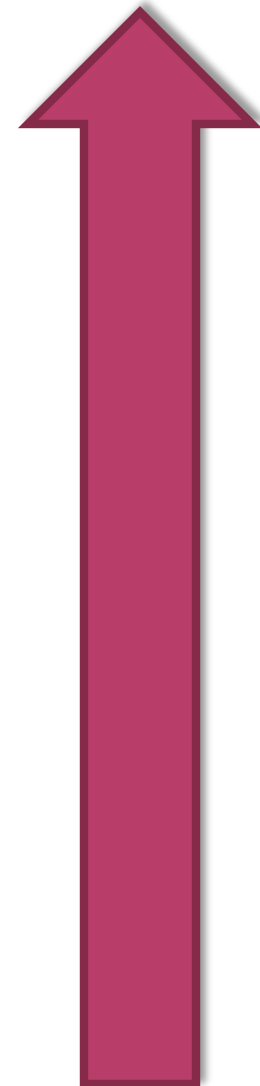
Fall 2012: 8 courses, 178 students

Spring 2013: 9 courses, 180 students

2009 - 2010: 7 courses/112 students

Fall 2009 - 3 courses, 34 students

Spring 2010 - 4 courses, 89 students





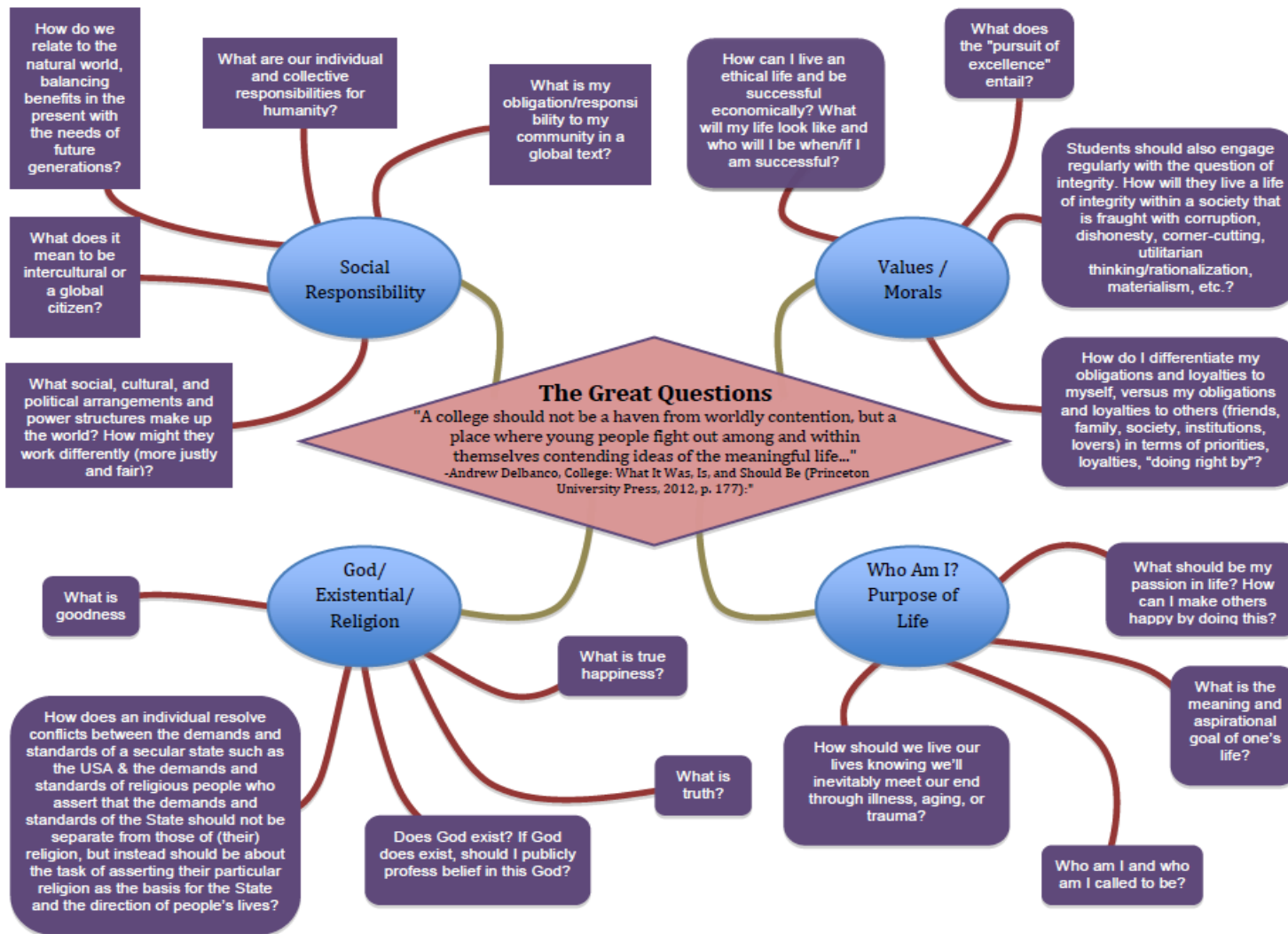
# BIG QUESTIONS



Facilitated by Richard Ryscavage, S.J.

- ◉ Goal: Equip students to deal more effectively with some of the large clusters of “great questions” of meaning and value, and of moral responsibility
- ◉ What are the Big Questions?
- ◉ Fairfield:
  - Faculty Survey
  - Student Discussion
  - [https://files.fairfield.edu:8443/Departments/CFPL/JUHAN/Enduring%20Questions%20Video/ClipReel\\_Titles\\_2.mp4](https://files.fairfield.edu:8443/Departments/CFPL/JUHAN/Enduring%20Questions%20Video/ClipReel_Titles_2.mp4)

# FACULTY SURVEY MAPPING



# REFLECTIONS FROM THE FIELD: HUMANITARIAN ACTION AND CONTEMPORARY NEEDS



- Charles F. MacCormack, former President and CEO of Save the Children; CFPL Board Member

# GENERATIVE ITEM ACTIVITY

Facilitated by Patricia Calderwood and Suzanna Klaf  
Fairfield U's Center for Academic Excellence (CAE)

## ◉ Table 1

- David McFadden
- Julie Labbadia
- Sara Jones
- Javier Menocal Cargo
- Susan Martin

## ◉ Table 2

- Shannon Reckinger
- Maria Luisa Miranda
- Teresa Matus
- Elham Atashi
- Patricia Poli

## ◉ Table 3

- Emma Cannon
- Andria Wisler
- Mary Oeftering
- Mario Cornejo

# MEETING'S GOALS & OUTCOMES

Facilitated by Janie Leatherman & Julie Mughal

- ◉ Project Teams will:
  - Become familiar with project critical issues
  - Brainstorm integration of civic & moral responsibility into their curricula
    - Determine ways to better equip students to address “big questions” of meaning and value using JUHAN
    - Integrate JUHAN in a suitable tract on campus
  - Develop or refine their institutional project goals to align with that of the overarching Teagle Project
  - Reflect on professional development needs surrounding this project at their respective campuses
  - Begin to draft plans for their institutional models
  - Review project expectations and reporting protocols

# PROFESSIONAL DEVELOPMENT OPPORTUNITIES: LEARN - SHARE-CONSULT!

Facilitated by Janie Leatherman & Julie Mughal

## Learn - Share - Consult

- We will explore Project Critical Issues:
  - Today:
    - “Backward Design”
    - JUHAN Toolkit in depth
  - Tuesday:
    - Key Elements of Catholic Social Teaching
    - Moral and Civic Responsibility
    - Pedagogies for Engaging Students
    - Ignatian Pedagogical Paradigm
    - High Impact Learning Practices
  - Wednesday:
    - Institutional Action Planning
    - Reflection Activity: Next Steps and Professional Development Needs

# BLACKBOARD SITE

Facilitated by Janie Leatherman & Julie Mughal

- ◉ Tool to manage and document work, share and collaborate!

# TEAM GOAL SETTING ACTIVITY: BACKWARD DESIGN

Facilitated by Patricia Calderwood & Suzanna Klaf  
Fairfield U's Center for Academic Excellence (CAE)



# JUHAN TOOLKIT : INSIGHTS FROM FAIRFIELD AND GEORGETOWN EXPERIENCES

Facilitated by Andria Wisler and Julie Mughal

## JUHAN Faculty, Fairfield University:

- ◉ Martha LoMonaco, Professor of Visual & Performing Arts
- ◉ Patricia Poli, Professor of Accounting

## JUHAN Faculty, Georgetown University:

# JUHAN TOOLKIT: IN DEPTH



## ◉ *JUHAN Assessment Toolkit*

Tools to measure student learning: :

- Learning objectives
- a rubric,
- a vignette,
- a pre-post course survey,
- prompts for engaging students in reflecting on their service experience.

# JUHAN Courses



**JUHAN-designated courses :**

- ◆ **Help students with an interest in humanitarian issues identify courses pertaining to this topic of study**
- ◆ **Professional and course development resources**
- ◆ **Connect faculty across the JUHAN network in the U.S. and abroad.**
- ◆ **Advance efforts to assess the impact of JUHAN courses on student learning and development and on institutional change.**

# JUHAN Learning Objectives in USE!



For JUHAN-designation:

- address at least **5 of the 11** learning objectives, or
- address in greater depth at least **2 of the 11** learning objectives

1. Humanitarian Crises
2. Key Actors
3. Determinants of Humanitarian Action
4. Causes of Humanitarian Crises
5. Phases of Humanitarian Crises
6. Consequences of Humanitarian Crises
7. Beneficiaries of Humanitarian Action
8. Gender
9. Military vs. Civil Action
10. Effective Action
11. Monitoring, Evaluation, and Accountability

# Fairfield's JUHAN Courses - Fall 2013



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<b>EC 130</b>	<b>Haiti: An Economic Perspective</b>
<b>EN113</b>	<b>Literature of the Holocaust</b>
<b>EN 011</b>	<b>Texts and Contexts 1</b>
<b>EN161</b>	<b>Irish Literature</b>
<b>IL51/PO130</b>	<b>Challenges of Global Politics</b>
<b>IL150</b>	<b>International Operations of Non-Profits : Pat Poli</b>
<b>HI 274/IL 260</b>	<b>Historical &amp; Cultural Perspectives on Contemporary World Crises</b>
<b>PO190</b>	<b>Border Politics</b>
<b>TA110</b>	<b>World Theatre, Beginnings to 1800: Marti LoMonaco</b>
<b>SO 0189A</b>	<b>Sociology of Europe</b>

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# Overview - Tuesday, August 20<sup>th</sup>

Facilitated by Janie Leatherman

- ◆ **Goals and expected outcomes for the day**

# PROJECT CRITICAL ISSUE: MORAL AND CIVIC RESPONSIBILITY

Facilitated by Melissa Quan and UCA Team

## ◎ Break-out Rooms:

- Georgetown - CNS 200 (this room)
- UCA - CNS 203
- Fairfield - CNS 204

# PROJECT CRITICAL ISSUE: CATHOLIC SOCIAL TEACHING

Facilitated by Father Rick

- ⦿ Key elements of Catholic Social Teaching
  - ⦿ 1. common good
  - ⦿ 2. protecting human dignity
  - ⦿ 3. solidarity
  - ⦿ 4. subsidiarity
  
- ⦿ Teams to consider how Catholic Social Teaching informs their project models, curriculum development/design.
  
- ⦿ Break-out Rooms:
  - Georgetown - CNS 200 (this room)
  - UCA - CNS 203
  - Fairfield - CNS 204



# PROJECT CRITICAL ISSUE: MORAL AND CIVIC RESPONSIBILITY

Facilitated UCA Team and Melissa Quan

- Overview of Moral and Civic Responsibility
- Break-out Rooms:
  - Georgetown - CNS 200 (this room)
  - UCA - CNS 203
  - Fairfield - CNS 204

# LUNCH CONVERSATION: “PUTTING PLANS INTO ACTION”



- **Lunch Presentation & Conversation with  
Alexander van Tulleken, M.D.,  
Helen Hamlyn Senior Fellow, Fordham  
University’s Institute of International  
Humanitarian (IIHA)**

**Fordham’s International Humanitarian Affairs  
Minor**

# PEDAGOGIES FOR ENGAGING STUDENTS IN HUMANITARIAN ACTION

Facilitated by Fairfield's CAE

- ◉ Tools for teams to consider the design of their curricula
- ◉ Identify guiding questions, key learning outcomes, and what high impact practices & pedagogies to use on their respective campuses.

# PROJECT CRITICAL ISSUE: IGNATIAN PEDAGOGICAL PARADIGM

Facilitated by Fairfield's CAE

- ◉ Context - Experience - Reflection - Action Evaluation
- ◉ Teaching & Learning using Ignatian Pedagogy
- ◉ Teams to reflect on how Ignatian Pedagogy will:
  - inform the teaching of humanitarianism on their campuses and
  - the elements of design of their institutional models
- ◉ Break-out Rooms:
  - Georgetown - CNS 200 (this room)
  - UCA - CNS 203
  - Fairfield - CNS 204

# PROJECT CRITICAL ISSUE: HIGH IMPACT LEARNING PRACTICES

Facilitated by Fairfield's CAE and Melissa Quan

- ◉ Overview of the AAC&U & Kuh's work on HIPs
- ◉ Emphasis on Service Learning - a High Impact Practice
- ◉ Participatory Action Research (PAR)
- ◉ Team work:
  - What HIPs do they have or would like to implement on campus
  - Ways that these can be folded into their institutional model.
- ◉ Break-out Rooms:
  - Georgetown - CNS 200 (this room)
  - UCA - CNS 203
  - Fairfield - CNS 204

# Overview - Wednesday, August 21<sup>st</sup>

Facilitated by Janie Leatherman

## ◆ Draft Action Plans

# INSTITUTIONAL PROJECT ACTION PLANNING

Facilitated by Janie and Rick

- Teams prepare action plan focused on:
  - Professional Development
  - Curricular Model
  - Guiding Questions
  - Key Learning Goals
  - High Impact Teaching
  - Project Timeline
  - Benchmarks for assessing progress
  
- Break-out Rooms:
  - Georgetown - CNS 200 (this room)
  - UCA - CNS 203
  - Fairfield - CNS 204

# ACTION PLAN REPORT OUT

Facilitated by Janie and Rick

- ⦿ Each team reports on action plan (15 minutes each)
  - Georgetown - CNS 200 (this room)
  - UCA - CNS 203
  - Fairfield - CNS 204
- ⦿ Q&A and Feedback



# REFLECTION ACTIVITY: NEXT STEPS & PROFESSIONAL DEVELOPMENT NEEDS

Facilitated by Janie and Rick

## ○ Teams will:

- Reflect on institutional contexts, capacity, professional development needs, and how they as “trainers” will train others on their campuses.
- Review expectations and establish benchmarks for reporting protocols for the 3-year project
- Plan key activities for 2013-14, including quarterly conference calls with key project team members on each campus

# CLOSING DISCUSSION

Facilitated by Janie and Rick

- ◉ Concluding remarks from Teams and Project Leaders!

# GREAT QUESTIONS

Facilitated by Janie and Rick

**THE GREAT QUESTIONS: “A college should not be a haven from worldly contention, but a place where young people fight out among and within themselves contending ideas of the meaningful life...”**

Andrew Delbanco, *College: What It Was, Is, and Should Be* (Princeton, NJ: Princeton University Press, 2012, p. 177):“

20 minutes -group work

10 minutes - groups report out

20 minutes - plenary discussion