

Day 2: February 13

8:00 – 9:30

Breakfast

9:00 – 10:00

Plenary Session: Policy and Purpose in International Service-Learning: A Retrospective

Room 423

Humphrey Tonkin, University of Hartford

We can think of international, or global, service-learning under many rubrics. As an educational activity it provides students with an opportunity to test theory against practice and it puts into effect many of the elements of a liberal education that have been articulated in a century or more of theorising about the nature of such education in the United States. As a public-service activity it provides higher education institutions and their students with an opportunity to assist in international development and related activities in an immediate and practical way, fostering a spirit of civic engagement and global citizenship. As a way of engaging young people in community development it serves short-term and long-term policy goals. International service-learning is a product of a confluence of forces including efforts to mobilize youth in national development in many countries in the 1940s and 1950s, attempts by industrialized countries in the 1950s and 1960s to engage young people in such efforts through such organizations as Voluntary Service Overseas and the US Peace Corps, higher education reforms in the 1960s and 1970s, and the growth in study abroad programs in the 1980s and beyond. Emphasis only on its participants and their transformative experiences, to the neglect of those upon whom it is practiced, raises major ethical questions; emphasis on the extent to which international service-learning is just a variant of conventional academic study raises equally major educational questions; and analysis, planning and execution on the basis of received, and essentially American, categories of thinking raises major policy questions in a globalized world. Are we ready to embrace international service-learning in today's academy?

10:00 – 11:00

Concurrent Workshop Session I

1. Sustainability, Development and Service-Learning

Room 329

(Monroe Weber-Shirk, Cornell University; Francis Vanek, Cornell University)

The workshop will discuss the challenge of creating a global service-learning project that provides sustainable benefits to students, partner organizations, and communities in the global south. Cornell University College of Engineering in the form of the AguaClara Project on small-scale water supply systems, and the Engineers for a Sustainable World project works on a variety of projects both locally and internationally. Both presenters will discuss their experience of combining service learning with academic credit-earning coursework and projects made available to Cornell undergraduate and graduate students from many different disciplines

2. Risk Management and Liability

Room 425

(Allen Bova, Cornell University)

Managing the Risks of Global Service Learning- In this workshop participants will get an understanding of the many risks associated with Global Service Learning projects and leave with an understanding of how to address those risks. Topics addressed will include: Types of risks, ownership and responsibility, insurance, emergency planning, releases, contractual arrangements, and supervision.

3. Supporting Re-Entry thru Engagement in Local Transnational Communities Room 423
(*Rebecca Hovey, School of International Training (SIT); Raymond Craib, Cornell University*)
This workshop session will focus on ways in which global service-learning can be approached through work in local communities. The workshop emphasizes the global in the local, by giving attention to, first, global service learning and local networks for change and, second, to how global processes shape local realities. Rebecca Hovey will present ways in which students returning from experiences of service-learning abroad can connect locally with transnational social change networks. Ray Craib will offer an example of his service-learning course working with migrant farm workers, mostly from Mexico and Guatemala, in upstate New York.

11:30 – 12:30 Concurrent Workshop Session II

1. Integrating Human Rights Education into Service-Learning Room 425
(*John Weiss, Cornell University*)

Conducting an international service learning project from the platform of a classroom course based in the US poses three problems: 1. Locating a partnering population abroad. 2. Identifying an appropriate service. 3. Successfully integrating classroom learning into the service delivery. These are the questions to be examined in this session, informed by a case study of a failure in this regard in the fall of 2005.

2. Can Global Service-Learning Build a Movement for Social Justice? Room 423
(*Alicia Swords, Assistant Professor, Department of Sociology, Ithaca College*)

This workshop asks if global service-learning can play a role in building a social justice movement. How can universities more solidly support a grassroots movement for social justice? The conversation will consider opportunities and challenges for students, institutions, research, organizations and communities.

**12:30 – 2:00 Plenary Session II: What is Community Engaged Scholarship?
Examining an Emerging Paradigm** Room 423
(*Dwight Giles, University of Massachusetts, Boston*)

Through presentation and discussion this session will examine the history, definitions and terminology of what Ernest Boyer called “the Scholarship of Engagement” Current research on engaged scholarship will be presented as well as examples. Consideration will be given to assessing and rewarding engaged scholarship and to the challenges of institutionalizing new forms of faculty work. Participants will discuss opportunities for creating engaged scholarship

2:00 – 2:30 Concluding the Institute
(*James Heffernan, Executive Director, New York Campus Compact*
Leonardo Vargas-Mendez, Executive Director,
Cornell Public Service Center)