

University of the Incarnate Word Research Week, April 12-16, 2021

INclusive INquiry

Service Learning and Engaged Scholarship Showcase Fall 2019 to Spring 2021

With Live Virtual Presentations, Friday, April 16, 2021



The Showcase highlights best practices, theories, scholarship, and examples of service learning and engaged scholarship at UIW spanning projects which began before the challenges of the global pandemic and during the pandemic

“At its core, the mission is about transforming us from VIEWERS of a disconnected and conflicted international reality, to PARTICIPANTS in creating a more interconnected and responsive global community.”

--Sr. Dorothy Ettling

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Descriptions of the Presentations and also pictures can be found in two booklets, this one the “Service Learning and Engaged Scholarship Showcase” 2020-21 booklet and in the “Interfaith Leadership Projects at the University of the Incarnate Word” 2019-21 booklet both of which are posted in UIW Research Week while it is happening and they will be permanently posted on the [Faculty Service Learning Showcase](#) page.

Table of Contents

Circle Dances of Compassion, of Solidarity, and of Social Justice	5
Opening with Dr. Arturo E. Chávez and Theatre for Social Change Risking the Danger of Trying to Heal in Pandemics	6
Presentations	
Contemporary Catholic Social Justice Pedagogy in Conversation with Nineteenth-Century Social Justice Transcendentalists: Service Learning in the Composition Classroom at UIW	8
Encouraging Students' Passion for Service-Learning to Study Organizational Behavior.....	9
Mutual Dialogue, Community Based Participative Research with Women's Groups in Peru	11
“Rooted in Compassion”	14
Students’ Pre and Post Affective Reactions to a Service-Learning Experience: A Pilot Study.....	15
Win, Win, Win!	17
Creative Life and Relationships Emerging from Día de los Muertos: How Día de los Muertos was observed on IW campuses in 2020, how that served communities	18
Top Ten Tips for Maximizing your Clinical Service-Learning Experience.....	20
“SA to the UN” Global Engaged Scholarship, Compassion, Service: A Virtual Exploration of Female Leadership	21
Appendix A: Compassion and Creativity in Serving during Chaotic Times	22
Appendix B: UIW Cardinals Serving Online Globally	26

Circle Dances of Compassion, of Solidarity, and of Social Justice

UIW Research Week focuses on “INclusive INquiry.” Circle dances of compassion, of solidarity, and of social justice grow as death does not discriminate stealing away people of every continent. A mayor’s urgent plea for help after a tenth of the population had died of plagues invited the compassion of young immigrants. December 1, 1869, they opened [Santa Rosa Clinic in San Antonio](#). They could not exactly see what to do, but they were compassionate risk takers. Listening to the Holy Compassionate One whispering in their hearts, they held hands in solidarity with others of good will. [“Tears Are Washing Our Eyes That We May See”](#) describes [teaching in San Antonio](#), a “City of Compassion” in the UNESCO/Mahatma Gandhi Social Emotional Learning series. UIW has a significant role in [engaged scholarship](#) on San Antonio as a “City of Compassion,” to give a model to other cities as we move forward in hope. UIW service learning unites in global citizenship. (See Appendix A.) The [Charter for Compassion](#) proclaims:

“The principle of compassion lies at the heart of all religious, ethical and spiritual traditions, calling us always to treat all others as we wish to be treated ourselves. Compassion impels us to work tirelessly to alleviate the suffering of our fellow creatures, to dethrone ourselves from the centre of our world and put another there, and to honour the inviolable sanctity of every single human being, treating everybody, without exception, with absolute justice, equity and respect. It is also necessary in both public and private life to refrain consistently and empathically from inflicting pain. To act or speak violently out of spite, chauvinism, or self-interest, to impoverish, exploit or deny basic rights to anybody, and to incite hatred by denigrating others - even our enemies - is a denial of our common humanity. We acknowledge that we have failed to live compassionately and that some have even increased the sum of human misery in the name of religion.

We therefore call upon all men and women ~ to restore compassion to the centre of morality and religion ~ to return to the ancient principle that any interpretation of scripture that breeds violence, hatred or disdain is illegitimate ~ to ensure that youth are given accurate and respectful information about other traditions, religions and cultures ~ to encourage a positive appreciation of cultural and religious diversity ~ to cultivate an informed empathy with the suffering of all human beings, even those regarded as enemies. We urgently need to make compassion a clear, luminous and dynamic force in our polarized world. Rooted in a principled determination to transcend selfishness, compassion can break down political, dogmatic, ideological and religious boundaries. Born of our deep interdependence, compassion is essential to human relationships and to a fulfilled humanity. It is the path to enlightenment, and indispensable to the creation of a just economy and a peaceful global community.”

While compassion includes empathy for others, it also involves a sense of agency, of thinking that one can do something. I cannot do everything, but I can do something, and I MUST do something. Service learning and engaged scholarship are ways that members of the UIW community grow in ability to be transformative leaders co-creating a more inclusive and just global family united in the themes of [Catholic Social Teaching](#), joining in the [United Nations Sustainable Development Goals](#).

Opening with Dr. Arturo E. Chávez and Theatre for Social Change, Risking the Danger of Trying to Heal in Pandemics

[UIW Alumni of Distinction for Service in Mission](#) Dr. Arturo Chávez has returned to serve UIW as Associate Vice President in Mission and Ministry and to further efforts for social justice leadership within our community. [Nationally known](#) for his efforts to combat racism and poverty, Catholic Charities USA recognized him as “...a national champion of the poor” with the “Keep the Dream Alive Award” in honor of the Rev. Martin Luther King, Jr. Dr. Chavez was invited to be on [President Obama’s Council for Faith Based and Neighborhood Partnerships](#). In this UIW Research Week focused on “INclusive INquiry,” Dr. Chavez was invited to join Theatre Arts faculty and students in opening our Showcase because whether as an Incarnate Word student in religious arts classes, as a community organizer and activist founding a nonprofit for disadvantaged youth, or as a college president, he displays prophetic imagination. We are IW learners, whether professors or first year in classes, not just responding to physical needs, but engaging in critical thinking and social justice analysis. Prophetic imagination is nurtured in liberal arts.

The Exonerated

by Jessica Blank and Erik Jensen

A docu-drama about six people wrongly convicted and sentenced to death but later exonerated and freed.



Risking the Danger of Trying to Heal in Pandemics

Trying to heal is dangerous work, one could die in the process. One of the first UIW [Faculty Service Learning Award](#) winners, Professor Margaret Mitchell and Dr. David McTier are bringing together Theatre Arts students and faculty who have been diagnosing, healing, and nourishing during the pandemics of racism revealed and COVID-19 that are ravishing our spirits and bodies. As much as we need vaccines, we need analysis of our societal heart diseases. Narrative and theatre throughout the ages have evoked compassion and justice. In the cries of pain in the summer of 2020 a new class was developed "Theatre for Social Change."

Are you brave enough to learn about their explorations of racism, human trafficking, ethnocentrism, scapegoating the victims, to witness the research on the great aunt who was lynched? This is Service Learning---students analyze needs, communally search for best actions, CREATE new realities. Are you courageous enough to reflect on some of the work of Theatre Arts to transform our hearts of stone into hearts of flesh?



Previously Theatre for Social Change student KaShori Lanier, now an alum, presented her research for a drama called "The Murder of Mollie Smith" about her great aunt who was lynched in 1896. Ms. Lanier is descended from both Haitian enslaved people as well as their owners. She invites reflection on intergenerational trauma.

Students' work is inviting each of us to reflect on my background, my social location, my hidden biases, and on opportunities for compassion and transformation now.



Incarnate Word students in 1907 at what is now called the Headwaters Nature Sanctuary (From <http://www.edwardsaquifer.net/saspring.html>)

Contemporary Catholic Social Justice Pedagogy in Conversation with Nineteenth-Century Social Justice Transcendentalists: Service Learning in the Composition Classroom at UIW

Presenter: Dr. LuElla D'Amico, Ph. D.

In a composition course focused on Transcendentalism at the University of the Incarnate Word—the largest Catholic university in Texas—I require students to volunteer at the only nature sanctuary in the city. This sanctuary is located adjacent to the campus at “the Headwaters,” a non-profit Earth Care ministry of the Sisters of Charity of the Incarnate Word, the founding order of UIW. Located within this sanctuary is a spring called “the Blue Hole,” which is the source of the San Antonio River that flows into the city’s famous Riverwalk. I initially frame this class by teaching that the transcendentalists were a group of nineteenth-century philosophers and thinkers who instigated worldwide conversations about God, self, society, social justice, morality, community, education, nature, and activism. In the class, students are charged with using transcendentalism as a platform to consider

and craft their own arguments about these issues, and they are asked to spend time pondering the legacy this movement continues to inspire. Because the Catholic mission of the college simultaneously intersects and diverges from transcendentalism's goals, the students are required to ruminate specifically about Pope Benedict XVI's 2011 call for a resurgence of "transcendent humanism" in Catholic institutions of higher learning. Moreover, they are tasked with deeply examining transcendentalist texts and pondering how Emerson, Thoreau, and Fuller might have interrelated purposes with the university's missional focus to care for God's creation, a tenet taken directly from Catholic social teaching.

During the course, I emphasize heavily that transcendentalist thinkers believed that their important philosophical ideas required equally important action. As such, each class member is required to work at least 20-hours at the sanctuary. During the students' visits, they help with the Headwaters' ecological restoration process—removing weeds, managing trails, and even growing new plants. The Headwaters website specifies that the sanctuary was created for aesthetic and educational purposes but that it also has the intention to act "as a sanctuary where people are encouraged to reflect and find meaning in their connection with the Earth, themselves, and each other." During and after their time volunteering, students must reflect on the experience and the way it influences their reading, their writing, and their connections to the classroom community, the UIW community, and the larger global community around them. They read transcendental texts at the sanctuary itself, and they write a formal essay about how the service-learning component of the course informs their perspective on the transcendentalists as well as the relationship between thinking through ideas and acting on them.

Further information about the Headwaters Sanctuary can be found here:
<https://www.headwaters-iw.org>

A link to Pope Benedict XVI's Call for Transcendent Humanism at Catholic Universities can be found here: <http://www.ewtn.com/library/PAPALDOC/b16newhuman.htm>

Encouraging Students' Passion for Service-Learning to Study Organizational Behavior

Presenter: Dr. Teresa Harrison, Ph. D.

UIW-HEBSBA / Management Dept.



This project fits with the UIW Mission because our students are learning how to care for others through service, just like the Sisters did when they came to San Antonio. The Holy Spirit fills the students' hearts in a very transformative way. The Passion Project also conforms to the Catholic Social Teaching themes of Life and Dignity of the Human Person, Option for the Poor & Vulnerable, Solidarity, and Care for God's Creation. In business, often being successful and making a profit become the goal, but this project allows students to focus on the truth that every person is precious and what we gain from working together to serve others may not always be money, but instead, compassion.

Each semester in my Organizational Behavior course, students complete a "Passion Project." This is a team-based service-learning project (4-5 students per team). Teams identify and discuss social causes they are passionate about that lead to serving others. This varies each semester from pets to veterans to homelessness to special needs children and more. They must develop their project plan to include contacting area non-profit organizations (including UIW) and coordinating and scheduling their event day/time to serve as a team. They write a report based on chapters they each pre-select from the Organizational Behavior textbook, identifying concepts that they have observed during their service and the planning process (the final report is usually about 25-30 pages). They also create a 10-minute multimedia presentation similar to a movie trailer or an infomercial explaining their service (including on-site pictures and video) and discussing the Organizational Behavior concepts that were observed. I give them full creative license for how to put the video together (iMovie, YouTube, etc.). An individual reflection requirement is included as part of the project, answering many of the reflection questions from the Ettlign Center website about their experiences. The passion projects are always

successful because the students have had a voice from the start and the choice of organization to serve. These projects receive excellent feedback from students, and many have continued to serve multiple times at their chosen organizations throughout the semester, going beyond the requirements for the project. A couple groups have created fundraisers for their chosen organizations even after the semester is over. Some students have applied for jobs or internships at the organizations. All say they have made connections with their classmates through the process. It truly is a transformational experience for many of the students. Surprisingly, even with COVID-19, most of the groups chose to meet face-to-face to serve in the community even though our class was online. Serving face-to-face was not a requirement and serving virtually was an option. This semester, students served face-to-face at Church Under the Bridge, the San Antonio Food Bank (2 groups), Animeals (part of Meals on Wheels, but for recipients' animals), and First Tee. Due to COVID-19, one of the groups was affected due to two of the group members being in quarantine. However, they immediately joined an online project with MOVE TX to help those in the local community become involved in the 2020 election by encouraging them to vote. This was all done via Zoom, phone calls, and texts. The group was still able to complete all the elements of the assignment without being face-to-face and truly enjoyed the experience. This project resulted in approximately 300 phone calls and 2,000 text messages sent to area residents. Some of the organizations we served in previous semesters include: Habitat for Humanity, The Village (UIW), Kinetic Kids, Fisher House, Hemisfair Park, Ronald McDonald House, SNIPSA, San Antonio Pets Alive, Cardinals Cupboard, Ella Austin, Texas Diaper Bank, Gods Dogs, Haven for Hope, St. PJ's Children's Home, CRIT Teleton, and Morgan's Wonderland.

Mutual Dialogue, Community Based Participative Research with Women's Groups in Peru



Monica Hernandez presented women of Cambio Puente certificates of appreciation and encouraged them to educate others in the community on how to organize.

Presenters: Monica D. Hernandez, Yesenia Alcala, Yesenia Caloca, Sr. Martha Ann Kirk

Fourteen members of our university community including graduate and undergraduate students participated in an international service-learning trip to Peru in 2019 furthering community based participative research with groups of Peruvian women. [See stories and pictures of the trip](#). Our partners in Peru over the years have been listening to the communities and encouraging them as they define their goals. Our short service trips are to help the women's groups build their capacity to sustain projects and work towards their goals. The presenters hope as a result attending participants will: 1) learn how students can support the capacity building of communities through workshops; 2) learn how the world-café format can maximize community engagement and invite mutual dialogue; and 3) learn how cross-cultural communication and relationships are developed and sustained.

Cambio Puente, a town near the larger seaside city of Chimbote, does not have access to clean water nor regulated and enforced trash or recycling collection. The twelve-member rural women's group, Mujeres Emprendedoras de Cambio Puente, defined having a cleaner town as one of their goals. Through planning over a few months virtually and in person, we developed a workshop on the five R's of sustainability: Refuse, Reduce, Reuse, Rot, and Recycle, and initiated a city clean up.

Doctoral student Monica Hernandez, the facilitator, took the world-café format and modified it according to the time, space, and objective of the workshop targeted on sustainable development. World-Café is a technique encouraging engaging and collaborative dialogue using small-group discussions. Each student volunteer was assigned one of the five R's.

The Cambio Puente women are smart and ingenious and shared their own recycling tips with volunteers during the break-out sessions. The exchange of knowledge was reciprocal in the sense that the volunteers presented and shared knowledge with the participants who then provided current challenges they face within their community and in their country of Peru. The Mujeres Emprendedoras are confronted with not only wanting to create a safer and cleaner community for their families and neighbors but challenged with changing perceptions about the environment and how we are all responsible for taking care of our homes, communities, and planet.

Post-trip, doctoral student Yesenia Alcala, continued building relationships with the Shipibo Women's Community in Cantagallo, Lima, Peru.



[Learn of the women, see film, and connect with them by using their crafts.](#)

The Shipibo women are indigenous peoples from the Amazon rainforest along the Ucayali River. The women along with their families have been displaced from their natural habitat due to deforestation in the Amazon. They live in what used to be the Lima dump site, Cantagallo. Without access to sewage, water lines, or infrastructure, they sleep in manmade tents, and have limited resources available to better themselves. Despite this misfortune, the Shipibo women are fighting for equality not just for the women, but for the Shipibo tribe which is being treated unjustly after the government promised that they would help conserve their culture.

As a result of the pandemic, Peru does not have the steady stream of tourists who might buy the Shipibo's beautiful handiwork, their trademark, and we are trying to assist by marketing products in the states. From them, we are learning about the rainforest, the "lungs of the earth," about reverence for creation, care for one's family and community, courage, and resiliency. Though we are geographically far apart from these women's groups, we are building bonds of solidarity. This is a "mutual dialogue" as we unite in issues important for our whole global family.



“Rooted in Compassion”

Presenters: Dr. Joan Labay-Marquez, J.D., Guerrero-Munoz, Mary, Doctoral Student

Robert Greener, Daniel Forney [Compassion for Student Veterans](#)

Jackie Ortiz, Ameenah Aldahfeeri [Compassion for UIW International Students](#)

Tony Estala Luciano Guerra [Diversity. Inclusion. Compassion](#)

Christina M. Perez, Carmen Amaya [Compassion for Students with Disabilities](#)

Marques Wilson, Jeff Neal [Compassion for Student Safety](#)

Teresa Young, Mary Guerrero-Munoz [Compassion & Title IX - Sexual Assault](#)

In today's society, compassion is recognized as an essential instrument needed in education, justice, religion and healthcare. For over 150 years, the Sisters of Charity of the Incarnate Word have dedicated their lives toward inspiring students' lives by instilling the core values of education, truth, faith, service, and innovation, which are vital in a student's journey towards the completion of a degree. However, with the growing issues of racism, rioting, a federal budget deficit and the pandemic; there surfaces the need to add the instrument of compassion to a student's educational foundation. By fostering the mission of the University of the Incarnate Word, the service-learning project entitled “rooted in compassion” focuses on identifying the need and benefits for compassion in higher education by investigating the perceptions of the graduate students of the Dreeben School of Education. Thus, identifying resources currently available at the University of the Incarnate Word, while providing evidence to support the need for establishing a student peer's compassion organization. Like the Sisters of Charity of the Incarnate Word, this student peers compassion organization will continually reach out a hand to all individuals regardless of sex, race, color, national/ethnic origin, age, religion, or handicap; assisting in providing the knowledge and compassion needed to further one's development as a student in Christ. Encouraging effective inquiry, in the hopes of stretching beyond traditional approaches; thus, surfacing new ways of thinking, toward making a difference in society, the community and the world.

Compassion in higher education is a vital requirement for the graduate student's holistic growth beyond the textbooks and curriculum of a university. Compassion, as it pertains to

this study, will be defined by the components of empathy, understanding, and nurturing the emotional aspect of a student's growth in furthering and complimenting their knowledge and experience at UIW in keeping with the commitment to service and aligned with the mission of the Sisters of Charity of the Incarnate Word. While students throughout their graduate journey develop a deeper devotion to the universities' core values, an effort aimed at augmenting this endeavor with compassion can build this benevolent capacity in each student and serve to aptly prepare students for life-long learning. There currently exists a body of literature to support the theory that the emotional growth of an individual is at least as significant to the learning experience as exponential knowledge acquisition. Therefore, we will attempt to demonstrate the need and critical benefits of the creation of a student led organization founded in compassion. This service-learning project entitled "rooted in compassion" focuses on identifying the advantages of compassion in higher education by investigating the perceptions of the graduate students of the Dreeben School of Education and identifying resources currently available at the University of the Incarnate Word. Further, this action research study will propose the establishment of a student peer compassion organization entitled Compassionate Student Peers Organization (CSPO) dedicated to providing peer support to graduate students of the Dreeben School of Education. The objective will be to further the mission of the Sisters of Charity of the Incarnate Word by nurturing students with compassion, transforming their way of thinking, sharing their voice, and developing a strong commitment of service to their fellow students and the UIW community. By enjoining this effort with the overall student experience, we will holistically impact the growth and development of each student.

Students' Pre and Post Affective Reactions to a Service-Learning Experience: A Pilot Study

Presenter: Dr. Lisa K. Lockhart

This project involves assessment of students' responses to a service-learning project. This is relevant to the Mission of UIW because: 1) service-learning is advocated as a high-impact practice that brings the values of the UIW Mission to life, but just as importantly, 2) because it supports the Mission value of truth by ascertaining whether this experience is indeed a positive one for students.

There is some evidence that when given a choice, students may avoid service-learning courses as they are perceived as more time-intensive, effortful, and challenging than traditional courses without a service-learning component (e.g., Tobias, 2014; Blouin & Perry, 2009). This may deter some from signing up for a course identified as a service-learning course. This is particularly relevant to UIW as we are currently in discussions about designating particular sections as service-learning courses in the class schedule. This

pilot study focused on the affective responses of students enrolled in a Social Psychology course in which a service-learning project was required. Reactions were assessed before the service-learning project had been completed (immediately after it had been described in detail) and then again after it had been completed (on the last day of the class).

Although service-learning was a required component of the course each semester, students were given the option to participate in the assessment of their experience; most students elected to do so (pretest $n = 35$ out of 45 enrolled across both sections assessed). Participants' affective response to both the service component of the project as well as the overall service-learning project was measured using a modified version of the Positive and Negative Affect Scale (PANAS; Watson, Clark, & Tellegen, 1988).

This was first administered immediately after the service-learning project was explained to them at the beginning of the semester. They were asked to think about the overall service-learning project, including the service that they would be providing, the effort that they would be putting into applying the content of the course to that service experience, the paper that they would write about the experience, and the informal presentation that they would be making about it. They were also asked to focus specifically on the community service that they would be participating in, and completed the PANAS in reaction to that experience alone.

Participants completed the same assessments at the end of the semester, rating how they felt about both the overall service-learning project as well as on the service component only. Due to some students electing not to complete either the pre-test, the post-test, or both, the final sample consisted of 28. Results indicated a significant pre-post difference in participants' self-reported positive affect regarding both the service component and the overall service-learning project; significantly more positive affect was indicated after they participated than they reported feeling before they participated in the service-learning project.

There was no significant change from pre-post project in negative affect; fortunately, reported negative affect was quite low both pre- and post-project. The results from the current pilot study demonstrate that positive affect increased pre- to post-service-learning. This is encouraging, although additional analysis of students' reactions to service-learning, in addition to an examination of their perceptions of it, is warranted. Further investigation into potential individual differences that may predict students' affective reactions to service-learning is currently underway.

Win, Win, Win!

LA DIETA PARA DIABÉTICOS
CÓMO DEBERÍA SER TU PLATO

- llene la mitad de su plato con **verduras sin almidón**
- llenar 1/4 de su plato lleno de **proteína magra**
- llena 1/4 de tu plato lleno de **granos y vegetales con almidón**

PARA MAS INFORMACIÓN POR FAVOR VISITA

Eye Complications | ADA
diabetes.org

The Big Picture: Checking your Blood Glucose | ADA
diabetes.org

O LLAMA

**Southwest General Hospital
Diabetes Care Department**
con cualquier otra pregunta sobre el cuidado de la diabetes
(210) 921-2000

RETINOPATÍA DIABÉTICA
EDUCACIÓN NUTRICIONAL

RETINOPATÍA DIABÉTICA DEFINIDA

PAUTAS PARA LA DIETA PARA DIABÉTICOS

Presenter: Allesandra Mendiola

During a UIW health care mission trip to Oaxaca, MX, the authors discovered a shared passion for diabetes patient education to promote patients' improved health and quality of life. Our collaboration on the first author's master's capstone project was enlightening and rewarding for all authors. We developed print and video patient educational materials in Spanish and English to be utilized in the Rosenberg School of Optometry's three clinics. These materials will aid the providers who care for diabetes patients, but more importantly, we hope the information will benefit the patients themselves. A workbook was also developed to educate UIW health care providers on basic diabetes nutrition and patient counseling.

To develop diabetes patient education materials in print and video format to be used in the Rosenberg School of Optometry (RSO) three clinics and to develop a workbook for educating UIW health care providers on basic diabetes nutrition and patient counseling.

Rationale: Collaboration between the authors from their respective health professions would produce the most accurate and beneficial patient education materials. Methodology: The first author designed the initial patient education pamphlet, video and health care

provider workbook. All authors edited and refined the materials for maximum patient and health care provider benefit. The second author organized the implementation of the patient education materials for the three RSO clinics. Findings: This inter-professional collaboration is a Win for the authors who gained new knowledge and respect for the other profession. It is a Win for UIW health care providers who desire to learn basic diabetes nutrition and patient counseling and have clear and accurate information to share with their Spanish and English speaking patients. Most importantly, the authors hope their collaboration is a Win for diabetes patients in our community who will enjoy improved health and quality of life.

Creative Life and Relationships Emerging from Día de los Muertos: How Día de los Muertos was observed on IW campuses in 2020, how that served communities



A student at St. Anthony Catholic High School made this altar remembering her beloved grandmother.

Presenters: Dr. Gabriel Saxton-Ruiz, Alyssa Cortes Kennedy, Sr. Martha Ann Kirk, and Deborah Quinones

Students and faculty showed creativity in visual arts of altar construction, painting, make up design, and art-bread making. They were playing and singing traditional songs and in cultural styles. We sought to build a healthier and more inclusive community by building relationships across borders in a virtual educational gathering for Día de los Muertos, the Day of the Dead. Almost one hundred people from two US and two Mexican school

gathered with a Peruvian to learn, discuss, remember deceased loved ones, and make new friends. In this project we consider civic engagement in broader ideas of Global Citizenship Education as UNESCO explains this.

We are aware of how unhealthy it has been in our country with an uncontrollable physical disease, but also social diseases of xenophobia and racism that were spreading before COVID-19. We sought to build a healthier and more inclusive community by building relationships across borders in an educational gathering for Día de los Muertos, the Day of the Dead, as celebrated south of the border, but also in our city with a 54% Hispanic population. Psychologists in the U.S. have recognized that the ways people celebrate Día de los Muertos can give healthy opportunities to talk about death. In this project we consider civic engagement, but in broader ideas of Global Citizenship Education as UNESCO and others have developed this over the last few decades. Almost one hundred members of the “Incarnate Word family” from Mexico, Peru, and the United States gathered to learn, discuss, remember deceased loved ones, and make new friends during an hour and a half ZOOM gathering on November 1, 2020. The preparation for that event and the relationships that are growing are part of this presentation.

Remembering the dead led to an outpouring of creativity by the living with works from over fifty students: A graduate student from Lima, Peru, with indigenous roots; students from St. Anthony’s Catholic High School, San Antonio, TX; Incarnate Word Bajío, Irapuato, MX; Centro Incarnate Word, Mexico City; and the University of the Incarnate Word, San Antonio, TX. Catholic Sisters of the founding congregation, many elders in their 70’s and 80’s participated and families and friends of the students. Before the pandemic various students in San Antonio would be engaged with elders in the retirement center by the university campus, whether taking the joy of music, assisting with wheel-chairs, or doing service learning as health professions student. This involves service through learning others’ cultures, 2) sharing our own culture respectfully, 3) learning and appreciating indigenous traditions, 3) building relationships of compassion across borders. We shared the “Charter for Compassion,” ideas on growing compassion education, and invited the planting of “Compassion Trees.” That movement recognizes that trees make oxygen and planting one is a gift to all. This project was initiated in October in a virtual meeting with language teachers, campus ministers, and civic engagement center staff from the four schools. It is being continued in class relationships, pairing students in Mexico and the U.S. to talk to each other, and in steps towards bringing together classes of other disciplines. This service is opening up important questions of power relationships, of cultural dominance, and of linguistic dominance in current global relationships. Whether we use the language of Global Citizenship Education or of Catholic Social Teaching Themes, mutual respect that leads to solidarity rather than domination is central. The presentation will lead into discussion of ways to further mutual relationships and broaden cultural understanding. Participants will be encouraged to examine ways of facing death.



UIW students in San Antonio created an altar in remembering a Dr. Gonzalez, a science teacher who died.

Before the gathering was even held, one of the goals had been accomplished, students were gathering with a partner from a different country to practice language one on one. They are in mutual relationships of vulnerability and competency, encouraging and empowering each other. Learn more through “May the communion of saints bring us comfort” in [Global Sisters Report](#).

Top Ten Tips for Maximizing your Clinical Service-Learning Experience

Presenters: Dr. Jeannette Wong-Powell, OD, Brooke Segerstrom, Dr. M. Lourdes Alarcon Fortepiani, Nathan Heyborne, Chari Martinez

This project discusses student insights gained after serving on multiple service-learning trips providing eye care services.

Medical outreach missions present a great opportunity for future doctors to gain valuable clinical experience within a short period of time. This presentation will present examples of how students and faculty benefit from designing systems and protocols to create a conducive learning environment away from the traditional clinical setting.

Sample diagrams, videos, and case examples outlining the best practices for providing eye care services in the developing world will be presented. We also propose that a service perspective in the development of preferred practice guidelines is a learning tool for primary care clinicians wanting to develop strategies that increase long-term patient compliance. <https://sites.google.com/view/satoun/home>

“SA to the UN” Global Engaged Scholarship, Compassion, Service: A Virtual Exploration of Female Leadership

Tatum Spriester, Intern from the International School of the Americas experienced with past [Girls Global Summits](#) of [Women’s Global Connection](#); Rosi Cortez from Incarnate Word High School, Dr. Sumeyra Tek from UTSA Physics, Dr. Lisa Uribe, Artist and Educator; From the University of the Incarnate Word, San Antonio, Texas, USA: Dr. Alison Buck, Erika Haskins, MA, Alyssa Kennedy, MA, Dr. Joan Labay Marquez, Dr. Sandy Guzman Foster in [Education](#); Dr. Jean Healy and Dr. Ramona Parker in [Medicine](#); Dr. Adeola Coker and Dr. Helen Smith in [Pharmacy](#); Dr. LuElla D’Amico in [Women and Gender Studies](#); and Sr. Martha Ann Kirk in [Religious Studies](#), [Ettling Center Faculty Liaison](#), [Global Compassionate Integrity Training facilitator](#) and [their network with UNESCO](#).

While people and possibilities are dying during the pandemic, a [small group seeks life and growth in feminist leadership](#) following in the spirit of Sr. Dorothy Ettling and other Incarnate Word Sisters. Girls’ compassionate determination, [San Antonio women’s experience](#) going to UN Commission on the Status of Women gatherings in New York City, mothers’ care for daughters, and faculty women’s generosity integrated in 3 months of working together virtually. They are valuing the [eight years of feminist wisdom and practice](#) developed in Girls Global Summit, a 6 to 8 month girls’ leadership program and carrying it forward.

The group has been exploring feminist leadership theory which Sr. Dorothy valued. While females’ history and experience are often neglected, leaders are emerging to further these. Males might consider authority. Females build from the grassroots, energized by what [Carol Gilligan calls “an ethic of care.”](#) They respond to people, they form relationships, whether or not they have endorsement. “Our Lord Jesus Christ suffering seeks relief. . . ” IW Sisters responded.

The [website](#) created by Tatum Spriester, a service learning project as part of her internship describes what was done and what is being done locally and with our growing global partners. [March 19 and 20, 2021](#), people involved shared among over 700 programs in [the UN NGO CSW Forum](#) that had 25,000 registrants from all over the world in our sessions. The events that SA to the UN hosted had active participation with young and old from Azerbaijan, Brazil, Germany, Indonesia, Kenya, Korea, Mexico, South Africa, Turkey, Uganda, United Kingdom, USA, and other places---both females and males.

The future is emerging with educators and parents of three of the UIW Brainpower schools, UIW Education professors, graduate students, and others involved. Girls are being invited to the leadership training by girls involved in SA to the UN, educators, and friends. Service learning projects with African friends and Mexican friends are growing and professors are shaping service learning for the coming year around mentoring youth. [Compassion](#) is emphasized. (See above, page 14, Dr. Labay Marquez and graduate students “Rooted in Compassion.”) [“Go and tell my brothers”](#) said Christ after the resurrection, read of girls’ leadership and women emerging in the pandemic. [Overcoming fear](#), connecting, and growing in interdependence are main biblical ideas for furthering God’s reign, for furthering justice and peace.

Appendix: A

Compassion and Creativity in Serving during Chaotic Times

[UIW faculty, students, staff, and administration](#) are active in [San Antonio as a “City of Compassion,”](#) within the international [Compassion movement](#). Dr. Sandy Guzman, who holds the Sister Theophane Power Endowed Chair in the Dreeben School of Education, has been a main researcher in the city movement. Her engaged scholarship is focusing on San Antonio, as one of about 450 cities in the world officially declared a “City of Compassion,” and the methods that we are using to grow and be inspiration for other places. The UIW Wabash Grant [“Critical Thinking, Compassion, and Civic Engagement”](#) was developed in relation to the city movement. The Incarnate Word Sisters gave a small grant to attract faculty to take an introduction to Compassionate Integrity Training and ways to develop service learning in Spring 2019 and that built interest. While the outbreak of the pandemic disrupted plans for those working with the city movement, including UIW, to have a [2020 Compassionate Institute at the Henry B. Gonzalez Convention Center](#), leaders transformed plans into a virtual institute with a [team of facilitators from six countries](#), Sister Martha Ann Kirk among them. The Mayor asked college and university presidents and school district superintendents to send representatives to the 20-hour intensive in Compassionate Integrity Training who would then share at their home institutions. UIW now has a group of 2020 Compassionate Institute Fellows including Dr. Trish G. Driskill, Dr. Karen E. Engates, Dr. Bridget M. Ford, Dr. Jaime A. Gonzalez, Dr. Deepti Kharod, Dr. Joan Labay Marquez, Dr. Trinidad Macias, Dr. Emma C. Santa Maria, Dr. Linda Solis, Dr. Ana C. Vallor, and Dr. Nursen A. Zanca. Current UIW learners in Compassionate Integrity Training are Victor Carpio, Sheena M. Connell, Brynn A. Cox, Alyssa S. Kennedy, Sharon M. Longoria, Sheena M., Mary J. Guerrero-Munoz, Dr. Lorena D. Paul, Dr. Rebecca L. Sanchez, Dr. Iris Sadowsky, Rochelle Valera, Beth T. Villarreal, and Dr. Marissa Zajac. Through [Compassionate Integrity Training](#) one grows in self-

compassion, compassion for others, and skills for co-creating more compassionate systems. [Registration](#) for the SA 2021 Compassionate Institute is now open and will take place over the summer. Dr. Sandy Guzman Foster, Dr. Trinidad Macias, and Sr. Martha Ann Kirk and are on the team of facilitators and will lead classes.

Some background on compassion growing in San Antonio since it was promoted in a UIW service learning project in 2009 can be seen on the [UNESCO Mahatma Gandhi Social Emotional Intelligence series](#) and on the [Incarnate Word Sisters Justice, Peace, Creation site](#) with our Provost, Mayor, and various UIW people.

The pandemics of Corona Virus and revealed racism did not stop UIW engaged scholarship or service learning, in fact these seemed to invite people to greater depth.



Dr. LuElla D’Amico developed service learning with creative story and film projects that continue serving on YouTube, “UIW English Students Read Children's Books for Founders Classical Academy of Schertz Early Read.” Enjoy [“Oh, the Places You’ll Go”](#) though you may be confined during the pandemic! Children delighted in those and then other students created more. Consider what happens [“If You Give a Mouse a Cookie.”](#)

Special people invited reflection during a special year. Dr. Stephanie Grote-Garcia, Education, usually has students serve assisting with Special Olympics. In the pandemic her students and Emily Dow's students and the UIW Special Olympic College Club served with the Special Olympics athletes by making a [videogram together](#) to provide encouragement. Alandra Cardenas helps.



The UIW Special Olympics Club led by Sophie Taylor, President, Adriana Guerra, Vice-President, Faith Brough, Historian, Aria Metcalf, Treasurer, Gloria Anne O'Connell, Secretary, have a passion for inclusion and should be mentioned as we keep in mind the theme of 2021 UIW Research Week "Inclusive Inquiry." Taylor was interviewed in Episode 50 <https://www.sotx.org/podcast> of a series done by Special Olympics of Texas. The interview is done by one of the Special Olympics athletes.

Appendix: B

Today's Catholic newspaper, April 1, 2020, pp. 15-24

TODAY'S CATHOLIC

PEOPLE YOU WANT TO KNOW.
NEWS YOU NEED TO KNOW.

SERVING THE ARCHDIOCESE OF SAN ANTONIO SINCE 1892

*****5-DIGIT 78267 3063 52 2

ANNUNCIATION COMMUNITY

1223 S. TRINITY ST.
SAN ANTONIO TX 78207 6143

UIW Cardinals serving online globally

Written by **Sister Martha Ann Kirk, CCVI**, for Today's Catholic

The confinement from fear of the pandemic could not keep UIW Cardinals from serving on the day they were to be all over the city volunteering with "Cardinals in the Community," March 21.

"Cardinals Serving Online" was a virtual gathering that had speakers from India, Peru, San Francisco and St. Louis, informing and inspiring students and professors, answering questions, and teaching skills for advocacy and action in the face of child bondage, exploitation of women, human trafficking, and children in detention. The Sisters of Charity of the Incarnate Word, who founded UIW consider the "promotion of human dignity" a central issue and have been emphasizing solidarity with vulnerable children, immigrants, and victims of trafficking.

Anuradha Bhosale, a highly cherished hero to thousands of impoverished children because she has gotten them out of forced labor, spoke from India about the Avani, the organization she leads. A UIW Student from the Social Justice Leadership class Stephanie Smith, wrote of what she learned: "There is an estimated number of 964,619 children under the age of 14 working as child laborers (After the

Unspeakable, We Speak Hope). Bhosale also mentioned how young girls drop out of school once their menstruation starts, as well as, how young women get sexually abused."

UIW student Ariana Garcia joined in to emphasize how much we need to think and care about girls being "shamed" in regard to their periods and therefore losing out on education. The moderator of the virtual gathering, Sister Martha Ann Kirk, CCVI, explained that when she researched female education in Iraq she used United Nations information on girls dropping out of school at puberty and she documented a Muslim group successfully educating to change this.

UIW student Maggie Wilkins asked about legal protection for sexually exploited girls. Bhosale said that there are laws but these do not have enough power because boys have not been given proper values education at the right age. Bhosale has helped develop "gender equality classes for boys where they learn how to treat and respect women while the girls learn how they should be strong and continue to go to school," noted Smith in her writing.

Native San Anto-



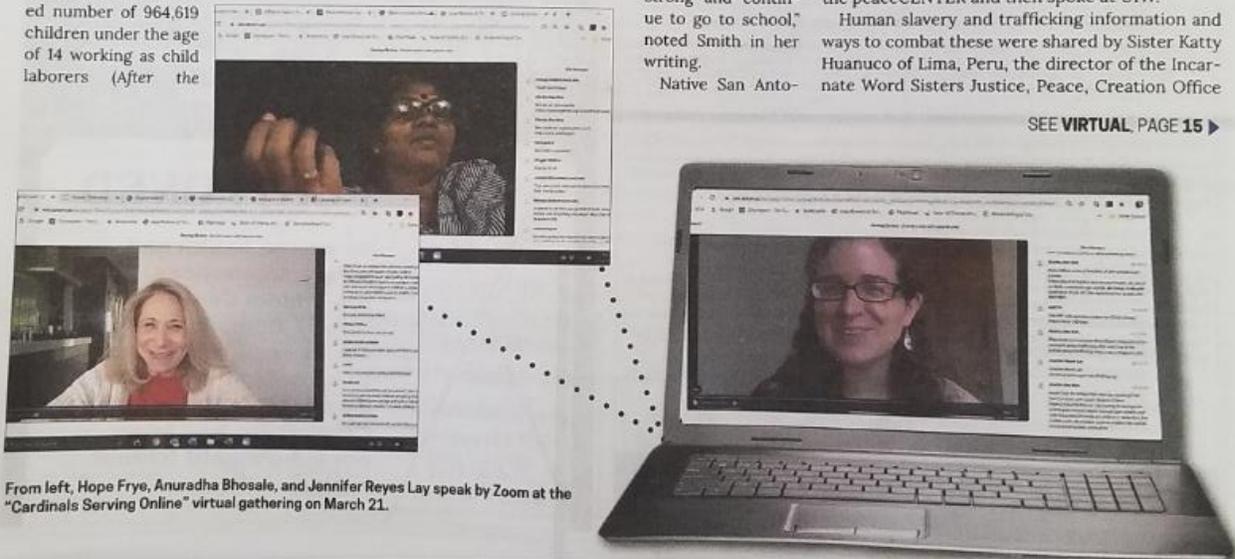
Cappy Lawton, San Antonio 2020 Peace Laureate, with UIW students Ricardo Lopez, Victoria Heberling, Gabrielle Guerrero, Stephanie Smith, Alexis Martinez, and Dr. Rajam Ramamurthy, a previous Peace Laureate.

nian Scott Kafora now lives in India and has volunteered with Bhosale for the last 10 years. He emphasized how university students can partner with them in global problems sharing information and building awareness. Sister Martha Ann noted that unequal treatment and violence against women is not unique to India, San Antonians need to confront the grim facts documented in the Status of Women in San Antonio. UIW Religious Studies major Mikkol McKoy compassionately spoke of his desire to protect his family and how people can unite for protection.

UIW students know Kafora because he was with Arun Gandhi, the grandson of Mahatma Gandhi, in San Antonio in November at a gathering hosted by the peaceCENTER and then spoke at UIW.

Human slavery and trafficking information and ways to combat these were shared by Sister Katty Huanuco of Lima, Peru, the director of the Incarnate Word Sisters Justice, Peace, Creation Office

SEE VIRTUAL PAGE 15 ►



From left, Hope Frye, Anuradha Bhosale, and Jennifer Reyes Lay speak by Zoom at the "Cardinals Serving Online" virtual gathering on March 21.

UIW Cardinals Serving Online Globally by Sister Martha Ann Kirk, Th.D.



Some of the UIW Social Justice Leadership students who contributed to this article with San Antonio Peace Laureate, at the Blessing of the Peacemakers in January. Cappy Lawton, a 2020 Laureate, students Ricardo Lopez, Victoria Heberling, Gabrielle Guerrero, Stephanie Smith, Alexis Martinez, Dr. Rajam Ramamurthy, a previous Peace Laureate.

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Anuradha Bhosale speaking by ZOOM from Kolhapur, India, where it was night while the San Antonio listeners were just starting their day.

[Anuradha Bhosale](#), a highly cherished hero to thousands of impoverished children because she has gotten them out of forced labor, spoke from India about the [Avani](#), the organization she leads. A UIW Student from the Social Justice Leadership class Stephanie Smith, wrote

of what she learned: “There is an estimated number of 964,619 children under the age of 14 working as child laborers ([After the Unspeakable, We Speak Hope](#)). Bhosale also mentioned how young girls drop out of school once their menstruation starts, as well as, how young women get sexually abused.”

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UIW students at the Blessing of the Peacemakers in January, Grisell Meza, Dr. G. P. Singh, a 2020 San Antonio Peace Laureate, Mikkel McKoy, Victoria Heberling, Ariana Garcia and her son, and Sister Martha Ann Kirk

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APRIL 10, 2020 15

CONTINUED FROM

VIRTUAL: 'Cardinals Serving Online' gathering held March 21

FROM PAGE 24 ▶



Scott Kafora, Cardinal Community Leaders Aly Escobar and Selenia Casanova, and Sister Martha Ann Kirk, CCVI.

Sister Martha Ann introduced Sister Katty, noting that as one whose Quichua-speaking family was displaced by violence in Peru, she strongly advocates for vulnerable people. Sister Katty had taught 14 people from UIW on a Women's Global Connection trip to Peru last summer guiding students to integrate social justice and compassion.

Sister Katty's practical presentation can help anyone work against slavery now. She urged people to be informed consumers and to research if the companies they buy from are treating people as slaves. Students can do graphics and writing that the Incarnate Word Sisters might use in their international campaigns. For the last few years Sister Katty has been working with groups in Latin America and Mexico and with groups in the United States against trafficking since this horrible practice is a priority of the Incarnate Word Sisters. She said, "Bring these crimes out of the shadows into the light."

Jennifer Reyes Lay, executive director of U.S. Catholic Sisters Against Human Trafficking, speaking from St. Louis, emphasized that "Ending Slavery is Everyone's Work!" She showed examples from the "Take Action" section of their website guiding students so that they become engaged citizens and skilled in influencing legislation. Trafficking is the second largest crime in the world because it is profitable. If a person works selling drugs, a drug

product supply chains." This is supporting seafarers and fishers' labor rights. "We will choose to patronize businesses that are committed to buying seafood from wholesalers who are leaders in ensuring that the seafood Americans eat is not harvested by slave labor."

Hope Frye, past president of the American Immigration Lawyers Association and founder of Project Lifeline advocacy for the human rights of immigrants, made a poignant plea for immigrant children. Her work is to visit detention centers, interview children about their living conditions, and submit testimonies. PBS News Hour shared her heartbreaking story of a 17-year-old immigrant who had just given birth to a premature baby. (To see Frye taking about her, scroll down Project Lifeline to "Executive Director Hope Frye joins with Families Belong Together, demanding action.") She has testified for congress. Frye invited students to read the actual words of the children posted on Project Amplify website and

to amplify these through telling stories on social media, through creating art, poetry, music, drama, and simple story telling.

Smith quoted the Project Amplify web posting with the words of 15-year-old girl from Honduras, "We aren't allowed to go to the bathroom at night. I have to put diapers on [my brother] at night since he isn't allowed to use the bathroom. He didn't wear diapers for years because he is 6! When I read that story, my heart broke, no human child should have endured separation from their family, but they should also have access to a bathroom. However, what caught my eye among the quotes were images that help convey the children's stories even more."

Lastly, I find it heartwarming that Hope Frye, as well as UIW students and faculty and others, have taken action by going to a detention center and protesting the inequality they are enduring."

Catholic Social Teaching emphasizes the importance of global solidarity, not just nationalism. The painful challenges of the coronavirus pandemic pushed UIW students to global service rather than local service. UIW student Stephanie Alexander said, "After hearing the speakers, I was motivated to work on solving these issues in my own small way, such as buying products that were ethically produced, or identifying and reporting incidents of human trafficking. I learned that no action is too small, and we can all make a difference in our very own homes."

Scott Kafora, Cardinal Community Leaders Aly Escobar and Selena Casanova, and Sister Martha Ann Kirk

Human slavery and trafficking information and ways to combat these were shared by Sister Katty Huanuco of Lima, Peru, the director of the [Incarnate Word Sisters Justice, Peace, Creation Office](#). Sister Martha Ann introduced Sr. Katty noting that as one whose Quichua-speaking family was displaced by violence in Peru, she strongly advocates for vulnerable people. Sr. Katty had taught fourteen people from UIW on a [Women's Global Connection trip](#) to Peru last summer guiding students to integrate social justice and compassion.



Sister Katty explaining the “Eye That Cries” monument in Lima with each stone representing one of the 70,000 people killed during the time of terrorism.

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people they are selling as humans, but as an object, they can make money off of,” reflected Smith, a Social Justice Leadership student.

She urged students to be [active during this Lenten season](#) when many Christians abstain from meat. People can write to seafood companies to urge them not to exploit workers. “[Labeling for Lent](#) is a national initiative urging seafood producers, distributors, and retailers to make public, through product labeling or other means, their efforts to fight human trafficking in their product supply chains.” This is supporting seafarers and fishers’ labor rights. “We will choose to patronize businesses that are committed to buying seafood from wholesalers who are leaders in ensuring that the seafood Americans eat is not harvested by slave labor.”

Hope Frye, spoke from San Francisco, but she works in many parts of the U.S. visiting detention centers where children are held.

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Yesenia Caloca, the assistant director of the Ettling Center for Civic Engagement and Sustainability both welcomed all to the online service and invited people to participate in future online service which will be announced by the center.

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The Faculty Service Learning Committee chaired by Dr. Heather Barton-Weston, and Dr. Sandra Guzman Foster with members from most UIW areas

Incarnate Word faculty established a requirement of service learning and also some community service for all undergraduate students in 1989 recognizing that this furthered educational goals. UIW core outcomes include social justice, critical thinking, integration, and spirituality that our students may become concerned and enlightened global citizens. In support of this, a Center for Civic Leadership was founded in 2014.

This center, now called the Ettlign Center for Civic Leadership and Sustainability, can assist faculty in developing service learning and the scholarship of engagement and in finding community partners and in the practical logistics of valuable experiential learning.

Understanding Service Learning
<http://uiw.edu/eccl/Faculty-Resources/>

[Social Justice, Diversity, Equity, and Inclusion https://www.uiw.edu/eccl/social-justice-diversity-equity-inclusion/index.html](https://www.uiw.edu/eccl/social-justice-diversity-equity-inclusion/index.html)

Interfaith Service <https://www.uiw.edu/eccl/faculty-engagement/interfaith-literacy-and-service/index.html>

Ettlign Center for Civic Leadership <http://uiw.edu/eccl/>
4301 Broadway, San Antonio, TX 78209, Administration Building 158
(210) 283-6423, ccl@uiwtx.edu



Dr. Arturo E. Chavez, Associate VP Mission and Ministry; Diversity, Equity, and Inclusion
Dr. Ricardo Gonzalez, ECCLS Director
Yesenia Caloca, Assistant Director
Robert San Martin, Center Coordinator
Myra Levy, Global Services Coordinator
Sr. Martha Ann Kirk, Faculty Liaison
Alyssa Kennedy, Graduate Assistant for Service Learning

Nominations are invited for the Faculty Service Learning Award
<http://www.uiw.edu/eccl/Faculty-Resources/facultyservicelearningawards.html>

We are grateful to the Office of Research and Graduate Studies for extensive assistance with the Service Learning and Engaged Scholarship Showcase