Designing and Embedding Experiential Global and Community-Engaged Learning

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ACT I

Strategies to Integrate Community-Engaged and Global Learning Into the Institutional Fabric

This session moves through seven strategies for embedding engaged learning institution-wide:

- **Connection to Institutional Mission**
  - Review mission and vision statements
  - Is there a connection to your institution's mission?
- **Shared Understanding**
  - Shared definition and/or description across the institution
- **Appropriate and Adequate Resource Allocation at All Levels**
  - Institutional, School/College/Division, Department, Program
  - Personnel, Administrative Support, etc.
- **Connection to Institutional Learning Outcomes and/or Goals**
- **Curricular and Co-Curricular Mapping**
- **Professional Development**
  - Structured and available to all
- **Equitable Access**
  - Embedded into the curriculum, plan to ensure access, etc.

Connection to Institutional Mission

- Review mission and vision statements
- Is there a connection to your institution's mission?

Sample Mission Statements

Florida International University (FIU)
is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

IU Indianapolis
is the state's urban research and academic health sciences campus whose mission is to advance the state of Indiana and the intellectual growth of its residents to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement. IU Indianapolis promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity.

Navajo Technical University

Mission: Navajo Technical University honors Diné culture and language, while educating for the future.

Vision: Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally and economically.

Philosophy: Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íína (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

Shared Understanding — Getting to Shared Definitions

Best practice: have a small, interdisciplinary and interdepartmental team work on this.

Definitions of Global Learning to Start the Conversation

Association of American Colleges & Universities

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability.

Landorf & Doscher, 2023

Global Learning is the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders and engaging in actions that promote collective well-being.

Kennesaw State University

Global Learning for Engaged Citizenship is defined as an educational process that enhances one's competencies for participating productively and responsibly in the diverse, international, intercultural, and interdependent world. Global learning opportunities exist in the academic curriculum and in co-curricular experiences and can be pursued both at home and abroad.

UC Davis

Global learning opportunities at UC Davis focus on cultivating skills, knowledge, abilities, and networks to prepare students to engage the challenges and opportunities of our highly interconnected world. Broad global learning goals guide learning, and each goal has a set of outcomes that demonstrate what students will know or be able to do upon completion of their educational experience.

Tulsa Community College

- Involves learning problems and issues that cut across national boundaries
- Interconnectedness of systems — ecological, cultural, economic, political, and technological
- Perspective-taking: seeing things through the eyes and minds of others
- Realization that while individuals and groups may view life differently, they also have common needs and wants

PULSE CHECK

On Global Learning Definitions

- How could any of these definitions advance your work with engaged learning at your institution?
- What dimensions of the definitions resonate with you and your engaged learning work?
- If you already have a definition for Global Learning, how is that definition "operating" across your institution to advance engaged learning?
- Where would you share them? What modifications could you make?

Framing Community-Engaged Learning

Carnegie Foundation for the Advancement of Teaching

Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

University of Utah

Community Engaged Learning is "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of [community-engaged] learning."

Portland State University — Community-Based Learning (CBL)

CBL is experiential learning that takes place beyond the classroom and traditional academic settings. CBL takes place through volunteering and internship placements, and should complement coursework and theoretical concepts, allowing you to apply your learning in a work setting. CBL is a venue for engaging your head, heart, and hands by developing relationships and networks in the community and working in the field of sustainability education. You can use your CBL requirement as an opportunity to build relationships with various organizations, to try something new, or to engage in a long-term project with one group or organization.

Community-Based Global Learning

A community-driven learning and/or service experience that employs structured, critically reflective practice to better understand global citizenship, positionality, power, structure, and social responsibility in a global context. It is a learning methodology and a community-driven development philosophy that cultivates a critically reflective disposition among all participants.

(Hartman, Kiely, Boettcher, & Friedrichs, 2018)

International Service Learning

A structured academic experience in another country in which students (a) participate in an organized service activity that addresses identified community needs; (b) learn from direct interaction and cross-cultural dialogue with others; and (c) reflect on the experience in such a way as to gain further understanding of course content, a deeper understanding of global and intercultural issues, a broader appreciation of the host country and the discipline, and an enhanced sense of their own responsibilities as citizens, locally and globally.

(Bringle & Hatcher, 2011)

David Stovall — University of Illinois Chicago

Important Questions to Ask Ourselves About Community Engagement

1. Who are you engaging?
2. What is the engagement?
3. What are we actively doing to interrupt the historical, colonial, exploitative relationship that universities have had with community spaces around the deficits of communities of color?
4. How can we be close and responsible when many Western research traditions taught us to be distant from the spaces that we engage?
5. Who determines if we are doing good work?

From Stovall's address at The Dean's Distinguished Speaker Series, “Addressing Systemic Racism Through Justice and Equity: The Role of Faculty at a Community-Engaged, Empowered University,” College of Education, University of Illinois, May 7, 2021.

Eve Tuck — Ontario Institute for Studies in Education, University of Toronto

Moving from damage-centered projects to desire-based inquiries: “Craft our research to capture desire instead of damage.”

Damage-Centered Research

- Documents pain or loss
- Emphasizes what a community is lacking to explain underachievement or failure

Desire-Based Inquiry

- Complexity and contradictions of lived lives
- Documents painful elements AND wisdom and hope
- Establishes tribal and/or community human research ethics guidelines
- Creates mutually beneficial roles for academic researchers in community research

Tuck, “Suspending Damage: A Letter to Communities” — full article

PULSE CHECK

Community-Engaged Learning Framing

- How could any of these definitions advance your work with engaged learning at your institution?
- What dimensions of the definitions resonate with you and your engaged learning work?
- If you already have a definition for community-engaged learning, how is that definition "operating" across your institution to advance engaged learning?
- Where would you share them? What modifications could you make?

Key Questions

1. Are there elements of damage-centered and/or desire-based inquiry in your programs, courses, and/or activities?
2. How have you ensured beneficial roles for the university/college and the community? How does the community benefit from your research?

Appropriate and Adequate Resource Allocation at All Levels

- Institutional
- School/College/Division, Department, Program
- Personnel
- Administrative Support
- Financial

Engaging Constituents

For each constituent, note the benefit or specific practice that may resonate when making the case for engaged learning.

Constituent	Benefits / Making the Case
President	
Provost	
Academic Affairs	
First Year Experience	
Student Affairs	
International Affairs	
Diversity, Equity, and Inclusion	
Advising	
Front Line Staff	
Parents	

Constituent	Benefits / Making the Case
Community Partners	
Employers	
Faculty	
Students	

Potential Campus Partners to Engage in Conversations About Global Learning and Community-Based Learning

Global Learning / International Affairs	Community-Based Learning / Civic Engagement	Career Development Office	Diversity, Equity, Inclusion & Belonging
• International Office • Global Engagement Office • Office of Study Abroad • Framing language and resources about intercultural engagement and cultural humility	• Office of Service Learning / Civic Engagement • Experiential Learning Office • Resources on community connections • Office of Diversity, Equity, and Inclusion / Student Success / Belonging	• Resources on internships and co-ops • Connections to work • Materials to share with community and corporate partners	• Intercultural engagement • Materials on working in diverse environments • Community connections • Professional development

Integrating the Curricular and the Co-Curricular

1. Are there shared learning outcomes? What are they? How do you introduce them and discuss collaboration?
2. What are the benefits of integrating the curricular and the co-curricular?
3. What are steps you can take to connect curricular and co-curricular initiatives?
4. What are some innovative ways to connect curricular and co-curricular activities?

ACT II

Ethical Engagement

Partnerships: Transactional vs. Transformational

	Transactional	Transformational
Nature	• Exchange • Product-oriented	• Relational • Relationship-oriented
Structure	Individual or Institutional	Institutional
Goals	• Varied • Project-oriented	• Collaborative goals • Reciprocal • Learning from each other

(Sutton, 2010) — full article

Lens of Mutuality

Four goals of international engagement to reduce power differentials in partnerships:

Goal	What It Looks Like
1. Equity	• Cooperative through mutual agreement and symmetry • Equitable net benefits
2. Autonomy	• Mutual respect and deeper dialogue and engagement • Navigate and negotiate power dynamics
3. Solidarity	Engaged in sustained partnership
4. Participation	• Two-way transfer • Both partners fully participate and contribute to knowledge production

(Galtung, 1975; 1980; George Mwangi, 2017); George Mwangi, C. A. (2017). Partner positioning: Examining international higher education partnerships through a mutuality lens. *Review of Higher Education, 41*(1), 33-60.

Fair Trade Learning

Fair Trade Learning

A global educational partnership exchange that prioritizes reciprocity in relationships through cooperative, cross-cultural participation in learning, service, and civil society efforts. It foregrounds the goals of economic equity, equal partnership, mutual learning, cooperative and positive social change, transparency, and sustainability. Fair Trade Learning explicitly engages the global civil society role of educational exchange in fostering a more just, equitable, and sustainable world.

(Hartman, Morris Paris, & Blanchard-Cohen, 2013)

Resources: Community-Based Global Learning Collaborative • Amizade — Fair Trade Learning consulting

Why We Need Fair Trade Learning

- Partnerships are often between entities with wealth, power, and privilege differentials
- Legacy of colonialism and colonial dynamics between higher- and lower/middle-income countries
- A framework that considers the wide-sweeping ways partnership dynamics can be inequitable and/or antithetical to global health principles
- Challenges imbalanced power dynamics
- Implicit and unconscious bias infiltrates many aspects of global health partnerships

What Fair Trade Learning Provides

- An opportunity to critically assess practices in global health education
- Recognition that stakeholders are uniquely impacted
- A celebration of our global interconnectedness in an ethical manner, without focusing solely on the participant experience
- A foundation that can help foster transformative learning

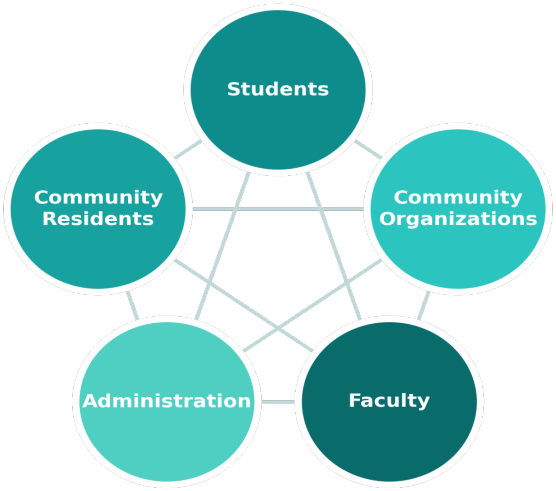
Fair Trade Learning Rubric — Dimensions

- Common purposes
- Host community program leadership
- Rights of the most vulnerable
- Host community program participation
- Recruitment & publications
- Communication
- Learning integration
- Local sourcing, environmental impacts, economic structure
- Clarity of commitment and evaluation of partnership success
- Transparency
- Partnership, not program

The SOFAR Relational Model of Partnerships

SOFAR names the five stakeholder groups present in every community-engaged partnership, and reminds us that meaningful relationships run between all five — not just between the institution and the community.

- Students
- Administrators
- Faculty
- Community Residents — depends on context: community residents, clients, patients, etc.
- Community Organizations — staff based in community-based organizations



Bringle, Clayton, and Price, 2009. Partnerships in Service Learning and Civic Engagement. **Partnerships: A Journal of Service Learning & Civic Engagement**. 1(1): 1–20.