Buffalo **Commons**

University-Community Partnership Workshop

Dr. Richard Kiely, Senior Fellow
Office of Engagement Initiatives, Cornell University

FRAMING QUESTIONS…

What are key dimensions of CBGL?

How do we define CBGL?

Snowball Exercise…

What key dimensions support quality partnerships?

What strategies foster quality partnerships?

Questions, comments, & ideas

The Theory and Practice of Ethical Engagement at Home and Abroad

COMMUNITY-BASED GLOBAL LEARNING

The Theory and Practice of Ethical Engagement at Home and Abroad

Eric Hartman, Richard Kiely, Christopher Boettcher, and Jessica Friedrichs

Foreword by Rela Zatsova

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globalsl.org

Community-based global learning

- Community-driven learning/service
- Development of cultural humility
- Seeking global citizenship
- Critically reflective practice
- Interrogating power and privilege
- Learning and assessment
- Health and safety

Community-Based Global Learning

CBGL is "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 global context. It is a learning methodology *and* a community-driven development philosophy that cultivates a critically reflective disposition among all participants."

Hartman, E., Kiely, R., Boettcher, C., & Friedrichs, J. (2018)
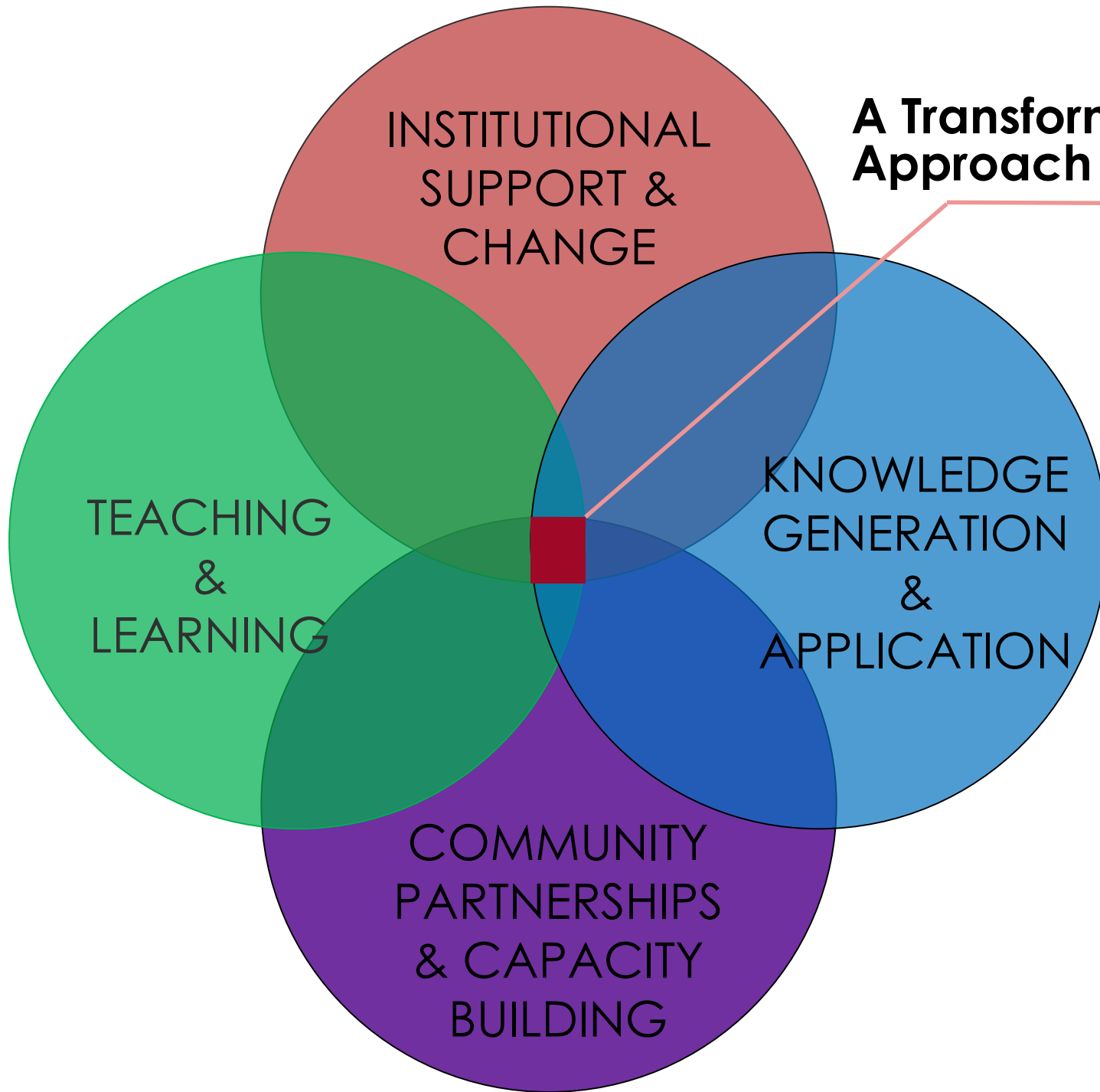
INSTITUTIONAL SUPPORT & CHANGE

A Transformative Approach to CELR

TEACHING & LEARNING

KNOWLEDGE GENERATION & APPLICATION

COMMUNITY PARTNERSHIPS & CAPACITY BUILDING

University-Community Partnerships:
**What Keeps you up at night? What Could Go Wrong?**

SNOWBALL EXERCISE

What are key values, principles and practices that support quality university-community partnerships?

Principles of Good Practice Exercise:

Write down what your believe are key values, principles and practices that support high quality, meaningful and sustainable university-community partnerships.
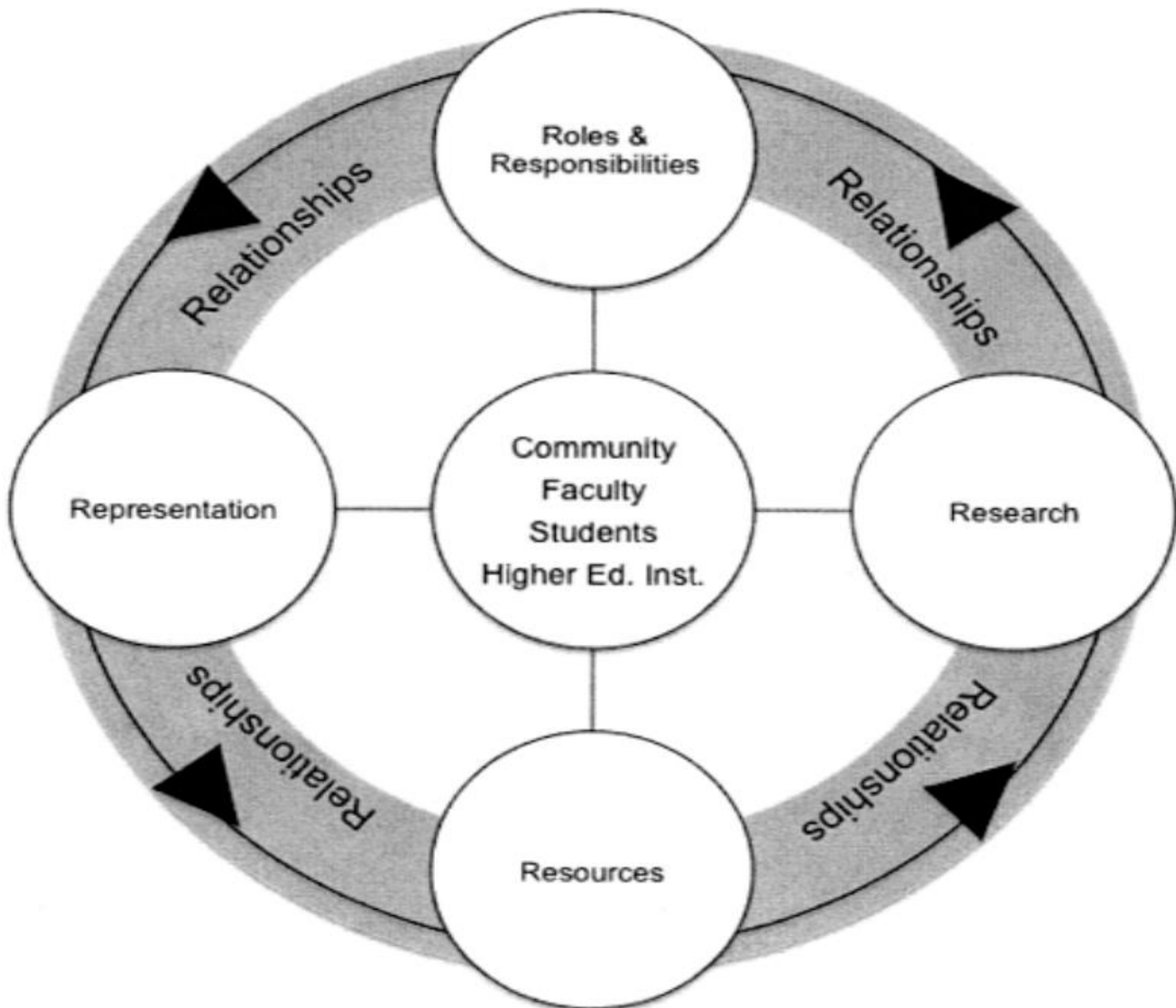
From Sandmann, L., Kiely, R., & Grenier, R. (2009). Program Planning: The neglected dimension in service-learning. *Michigan Journal of Community Service Learning (17-33)*.

SOCIAL CHANGE WHEEL

All of these strategies can contribute to social change.

Advocacy – supporting an idea or cause through public and private communications, and collecting evidence to support one's position
Examples:
- Speaking or writing to individuals, groups, or elected officials on behalf of a cause
- Sharing a video about your cause on social media

Charitable Volunteerism – addressing immediate needs, most often through social service agencies, churches, or schools
Examples:
- Tutoring a child or an adult once a week
- Serving food or registering people at a soup kitchen or shelter

Community & Economic Development – acting to provide economic opportunities and improve social conditions in a sustainable way
Examples:
- Developing marketing plans, websites, or other supports to help small businesses grow
- Providing microloans or training to aspiring entrepreneurs

Community-Based Participatory Research – conducting research in partnership with members of a community with an intention to benefit the community
Examples:
- Defining a research agenda and implementing each aspect of research projects with local stakeholders
- Jointly publishing results to ensure they reach public as well as academic audiences

Community-Building – strengthening through interpersonal connections the capacity of local residents and associations to work together
Examples:
- Creating local history projects profiling both long-time and new residents
- Organizing neighborhood clean-ups or National Night Out activities

Community Organizing - bringing people together to act in their shared self-interest
Examples:
- Mapping the skills, interests, relationships, and other assets of residents to inform work on particular issues
- Developing an issue campaign to call for change in a troubling practice, such as the overuse of school suspensions

Deliberative Dialogue – exchanging and weighing different ideas, perspectives, and approaches around particular issues in a public setting
Examples:
- Organizing ongoing local discussion circles
- Using a National Issues Forums guide to prompt a group to consider multiple options on an issue

Informal Associations & Mutual Aid – unpaid, collaborative work or sharing of resources by people seeking to improve their collective quality of life
Examples:
- Starting a support group around an issue of concern
- Participating in disaster relief efforts or opening your home to a displaced person

Philanthropy – Donating money to increase the well-being of humankind or advance another social good
Examples:
- Holding a fundraiser for a nonprofit organization
- Providing cash or in-kind donations yourself

Protests & Demonstrations – expressing public disagreement with a situation or policy in a visible, non-violent way
Examples:
- Participating in rallies or marches in support of a cause
- Creating public visual or performance art intended to draw attention to an issue

Social Entrepreneurship – creating a new venture or using entrepreneurial principles to change an existing one
Examples:
- Launching a business with a clear social benefit
- Developing a new product that affordably provides clean water to people in areas without it

Socially Responsible Daily Behavior – acting on one's values and civic commitments in one's personal and professional life
Examples:
- Challenging racist or sexist words or behavior
- Buying from locally owned or socially responsible businesses

Voting & Formal Political Activities – mobilizing others to influence public policy through formal political channels – and participating yourself
Examples:
- Organizing a voter registration drive
- Running for public office or working or volunteering on another candidate's campaign

Advadacy · Deliberative Dialogue · Informal Associations & Mutual Aid · Philanthropy · Protests & Demonstrations · Social Entrepreneurship · Socially Responsible Daily Behavior · Voting & Formal Political Activities · Community Organizing · Community Building · Community-Based Participatory Research · Community & Economic Development · Charitable Volunteerism

Campus Compact
Minnesota

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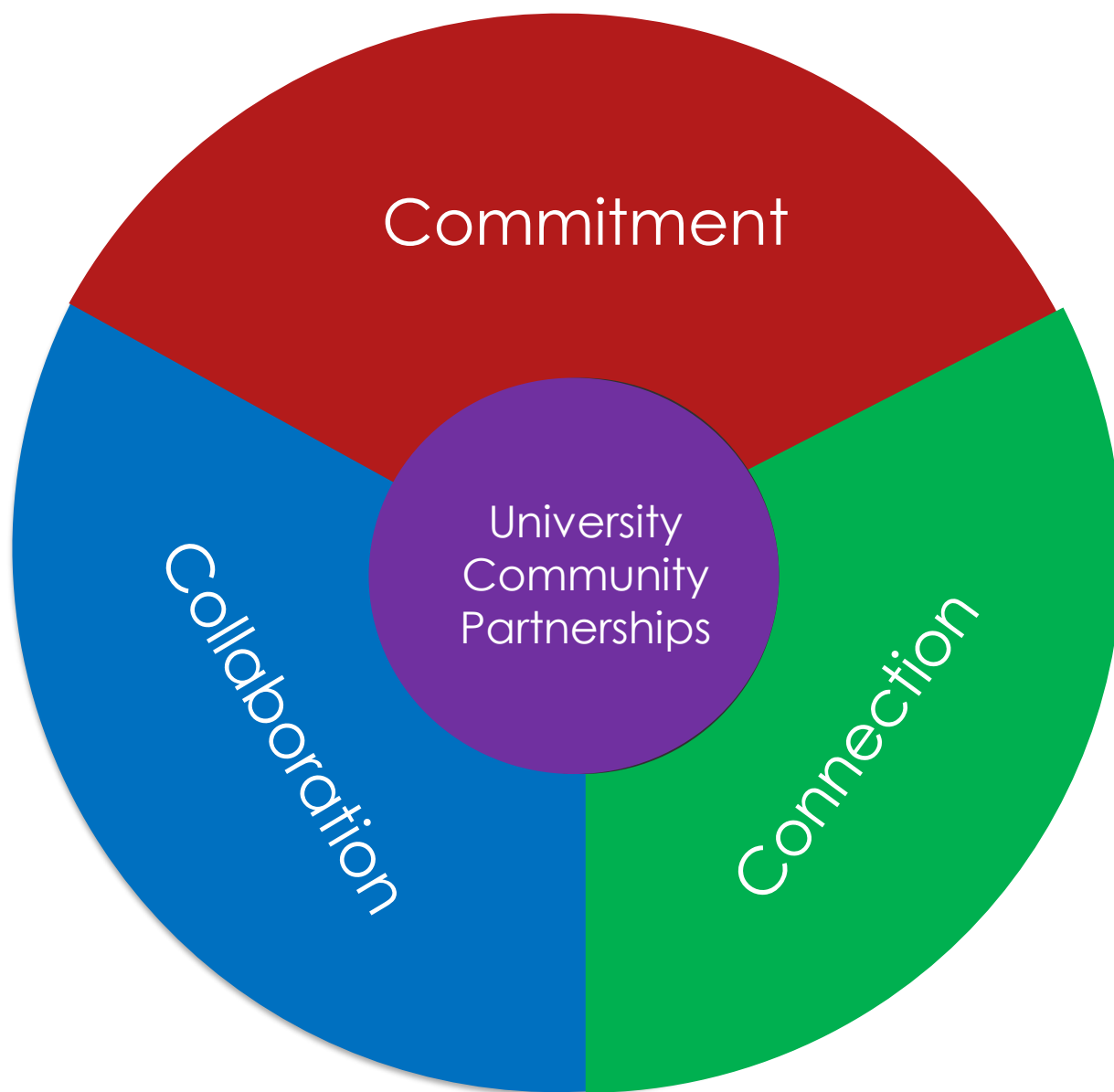*Examples*:
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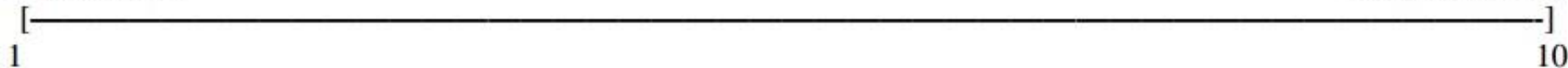**Campus Compact**
Minnesota

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From Transactional to Transformational

Transactional **relationships** are instrumental and often designed to complete short-term tasks. Persons come together on the basis of an exchange, each offering something that the other desires. Both benefit from the exchange, and no long-term change is expected.

This is distinct from *transformational* **relationships** wherein both persons grow and change because of deeper and more sustainable commitments. In a transformational relationship, persons come together in a more open-ended process of indefinite but longer-term duration and bring a receptiveness – if not an overt intention – to explore emergent possibilities, revisit and revise their own goals and identities, and develop systems they work within beyond the status quo (2010, pps. 7 -8, emphasis in original).

Transactional   Transformational
[——]
1   10
*Short-term   *Long-term; indefinite
*Project-based   *Issue-based
*Limited, planned commitments   *Dynamic, open commitments
*Work within systems   *Create new systems
*Maintain separate identities   *Create group identity
*Accept institutional goals   *Critically examine goals

   **EACH BENEFITS**   **EACH GROWS**

Clayton, P., Bringle, R.G., Senor, B., Huq, J., Morrison, M., (2010). Differentiating and assessing relationships in service-learning and civic engagement: Exploitative, transactional, or transformational. *Michigan Journal of Community Service-Learning*, 5 – 22.

Table 10-1: Strategies of Development-Oriented NGOs: Four Generations

	GENERATION			
	FIRST *Relief and Welfare*	**SECOND** *Community Development*	**THIRD** *Sustainable Systems Development*	**FOURTH** *People's Movements*
Problem Definition	Shortage	Local Inertia	Institutional and Policy Constraints	Inadequate Mobilizing Vision
Time Frame	Immediate	Project Life	Ten to Twenty Years	Indefinite Future
Scope	Individual or Family	Neighborhood or Village	Region or Nation	National or Global
Chief Actors	NGO	NGO plus Community	All Relevant Public and Private Institutions	Loosely Defined Networks of People & Organizations
NGO Role	Doer	Mobilizer	Catalyst	Activist/Educator
Management Orientation	Logistics Management	Project Management	Strategic Management	Coalescing and Energizing Self-Managing Networks
Development Education	Starving Children	Community Self-Help	Constraining Policies and Institutions	Spaceship Earth

Korten, D. (1990) *Getting to the 21st century*. West Hartford, CT: Kumarian Press.
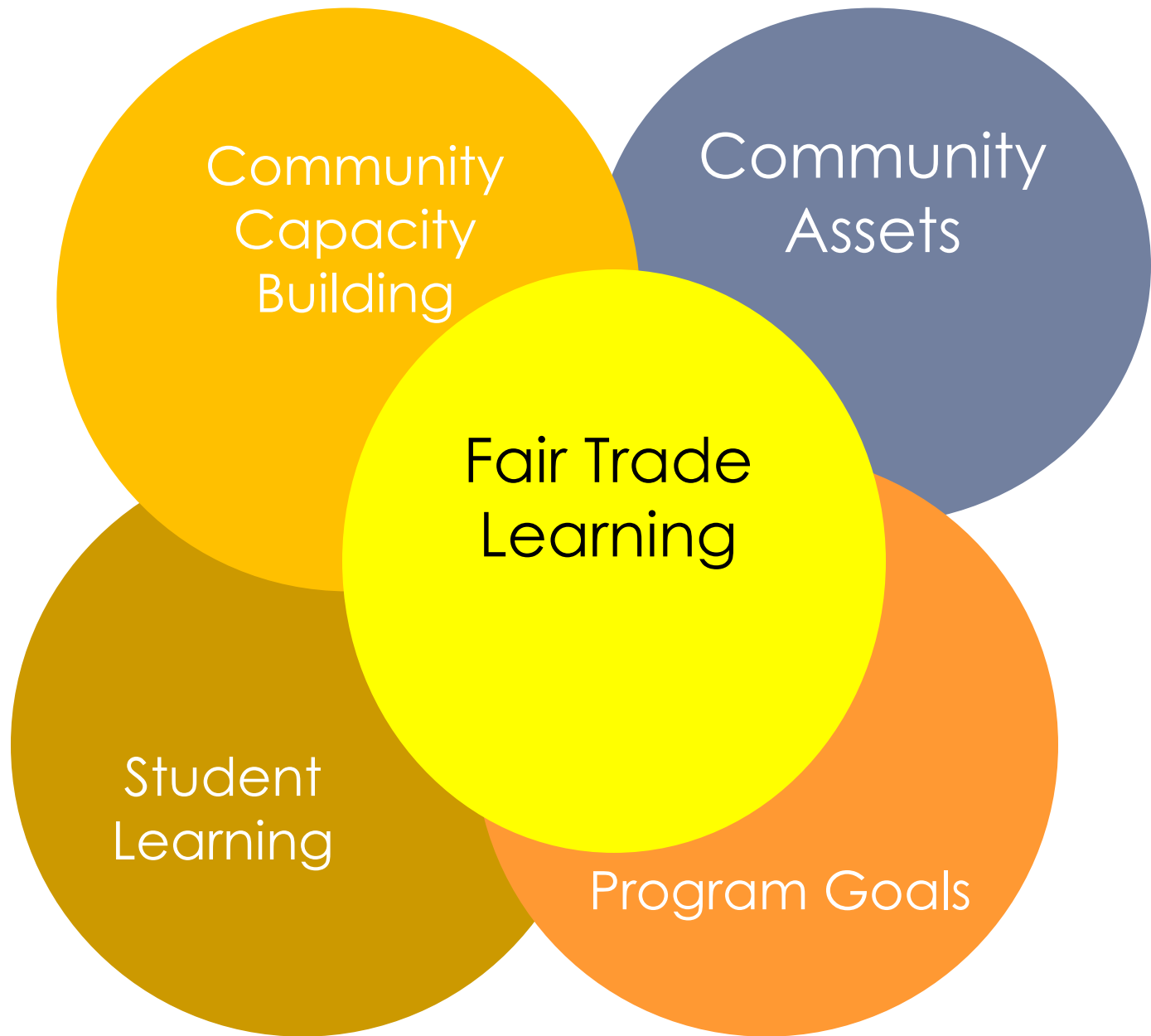
Creating Fair Trade Learning

- Became inspired by fair trade applications to coffee as a potentially more equitable approach to growing, producing, distributing and consuming coffee

- Consulted and worked with hundreds of community leaders and academics all over the world to imagine a response

- Created a set of ideals or principles to help guide us in how we set up partnerships and programs

Defining Fair Trade Learning

1. **Reciprocity:** FTL prioritizes reciprocity in relationships through cooperative, cross-cultural participation in learning, service, and civil society efforts.

2. **Transparency:** FTL encourages global engagement experiences be rooted in open and clear dialogue about the intersection of money and mutual learning.

3. **Equity and Justice:** FTL explicitly engages the global civil society role of educational exchange in fostering a more just, equitable, and sustainable world.

Ethics Spectrum

Less Ethical   **More Ethical**

- Focus on profit
- Often chases disasters/poverty
- Not community-driven
- Lacks sustainability
- Uninterested in solidarity
- Lacks ethical compass
- Lacks evaluation

- Focus on education/development outcomes
- Longer-term partnerships
- Community-driven
- Focus on long-term solidarity
- Adheres to ethical principles
- Has robust monitoring and evaluation

FTL Principles

- Dual purposes

- Community voice and direction

- Commitment and sustainability

- Transparency

- Environmental sustainability and footprint reduction

- Economic sustainability

- Deliberate diversity, intercultural contact and reflection

- Global community building

Exercise: Program Design Decisions

- Complete Rubric, Share with Partner

- What's incomplete?

- What's missing?

- What needs more explanation?

Moving to a transformative approach tp university-community partnerships and CBGL means critically reflecting on and questioning dominant approaches, norms and assumptions embedded in program models that tend to…

- **Focus is more on individual student learning rather than community voice, impact & social change**

- **Reproduce rather than transform unequal relations of power**

- **Create short-term dependency rather than longer-term, authentic, reciprocal relationships**

- **Treat symptoms rather than root causes aimed at policy &**
- **institutional change**

- **Respond to community needs rather than identify community assets & support community capacity building**

- **Transfer technology, labor and resources rather than co-construct and share knowledge & skills**

QUESTIONS/COMMENTS/IDEAS?

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