Buffalo Commons

University-Community Partnership Workshop

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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

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Community-based global learning

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

A Transformative Approach to CELR

- Institutional Support & Change
- Knowledge Generation & Application
- Community Partnerships & Capacity Building
- Teaching & Learning
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 you believe are key values, principles and practices that support high quality, meaningful and sustainable university-community partnerships.
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

SOCIAL CHANGE WHEEL
All of these strategies can contribute to social change.
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Commitment

University Community Partnerships

Collaboration

Connection
Asset-Based Approach to Community Development
Engaged Cornell

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

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

- 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 to 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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