



2013 Conference

International civic engagement: Institutional approaches through strategic partnerships

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Why are you here? – WIFM

- What about the title or description caught your attention?
- Is there something *in particular* that you want us to highlight in our case studies?
- What do you want to take away from this session that will have implications for your work?

Goals of Session

- Partnership
 - A framing construct (an “it”) to advance international civic engagement
- Implications for your work
 - Pre- and Post- Activity
- Two case studies
 - Context specific – requires adaption to your context
 - Partnership of two units *within* an institution
 - Center for Service & Learning/Office of International Affairs
 - Partnership of organizations *between* institutions
- Q & A's

Engagement of Faculty/Students



Differentiation of Terms (IUPUI)

Community Engagement

- Defined by location
- Occurs in the community
- Sustained by placements
- Multiple purposes and expressions

Civic Engagement (*including international*)

- Defined by location and process
- Occurs “*in and with*” the community
- Sustained by partnerships
- Demonstrates democratic values of community voice, reciprocity, and substantive change



International Trends in CE

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- Campus Compact
- Talloires Network
- CHESP
- GUNI
- CLAYSS
- Campus Engage

Boundary Spanners -- Partnerships

- Managing networks of people
- Building relationships and partnerships among wide range of partners
- Making decisions through negotiating and brokering (i.e., “*yes*”, “*no*”, “*not yet*”)
- Mobilizing resources, including those of other organizations
- “policy entrepreneur” – finding solutions

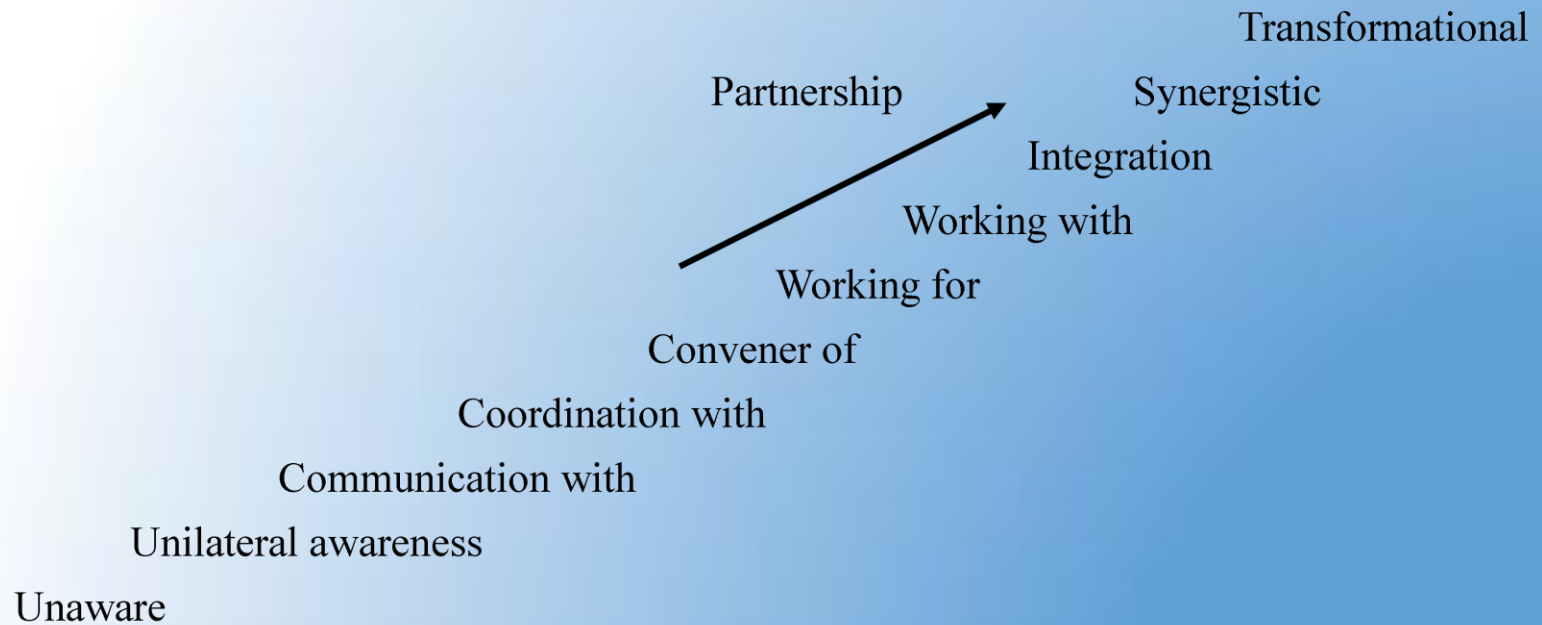
(Williams, 2002; Janke, 2011)

Interorganizational Relationships

- A unified mission
- An expressed sense of “we” rather than “us and them”
- Organizational structures for the partnership itself
- A belief that the partnership would last beyond the current project

(Janke, 2008; 2011)

Figure 2. Different Types of Relationships



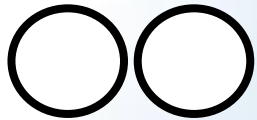
Partnerships

- **Closeness**
 - Frequency of interaction
 - Diversity of interaction
 - Interdependency
- **Equity**
 - Equitable may not be equal
- **Integrity**
 - Trust
 - Shared values

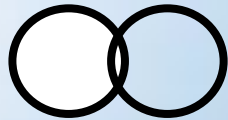
Measure of Closeness

(Mashek et al., 2007)

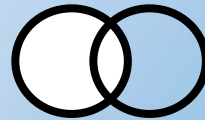
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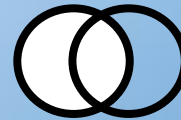
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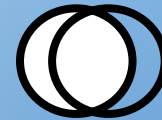
b.



c.



d.



e.



f.

Short Activity

- Relationship between two campus units
 - Identify the current “degree of closeness”
 - Why?
- Relationship between your campus and an international partner
 - Identify the current “degree of closeness”
 - Why?



Supporting a campus culture of engagement and internationalization

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- Close to 8,000 students participated in service learning courses (2012)
- Achieved Carnegie elective classification as a community engaged campus, 2006
- U.S. News&World Report recognition for past decade for service learning, learning communities
- NAFSA 2011 Simon Award for Campus Internationalization
- IIE 2009 Heiskell Award for Strategic International Partnerships

Case Study of IUPUI

- International service learning (ISL)
 - Susan Sutton & Bob Bringle; Paros, Greece
 - Shared their “expertise” (e.g., reflection, cultural framing, strategic partnerships)
 - Shared their “not knowing”
- Meetings – *face-to-face interaction*
 - Cultivated our “moral imagination”
 - Mutually identified service learning as a driving theme of IUPUI’s study abroad efforts
 - ISL definition and learning outcomes
 - Sponsored symposium, conferences



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International Service Learning

International service learning is 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 their experience in such a way as to gain understanding of global and intercultural issues, a deeper appreciation of the host country and the discipline, and an enhanced sense of their own responsibilities as citizens, locally and globally.

(Bringle & Hatcher, pg. 19, 2011)

Key Elements of ISL

- *Respect*
 - Cultural traditions (including traditions of service)
 - Inter-cultural framing
- Reciprocity
 - Learning from others
 - Sustainability of service
- Reflection
 - “Perplexity” (John Dewey)
 - Intercultural competence (Darla Deardorff)
- Civic Education
 - Global dimensions of citizenship
- *Return*
 - Refraction (Downey, 2005)
 - Inter-relatedness, global dimensions of citizenship

Case Study of IUPUI

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- **Staff relationships**
 - New leadership in each unit
 - Mary Price, Dawn Whitehead, Stephanie Leslie
- **Created ISL resources**
 - curriculum grants; Faculty Learning Community
 - <http://csl.iupui.edu/osl/isl.asp>
- **Faculty and student interest**
 - Additive value of “high impact practices” (Kuh, 2008)
 - 1/3 of study abroad courses are now ISL
- **Campus-level interest**
 - Internationalization of curriculum

Scholarship & Research

- *International Service Learning:
Conceptual Frameworks and Research*
(Bringle, Hatcher and Jones, 2011) Stylus
 - Conceptualization
 - Program models
 - Disciplinary examples
 - Implications for reflection
 - Implications for partnerships
 - Ethics in research

Example of ISL in Kenya

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- Built upon campus strategic partnership
 - AMPATH; across many campus units
 - Staff from OIA/CSL visited Eldoret, Kenya
- Fulbright Hays Program
 - Reflection prompts developed (Deardorff)
- Honors College ISL course
 - Month-long program; Dawn Whitehead
 - Third year for ISL program
 - Long term partnerships



Case Study of Portland State University

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Context: Portland and PSU

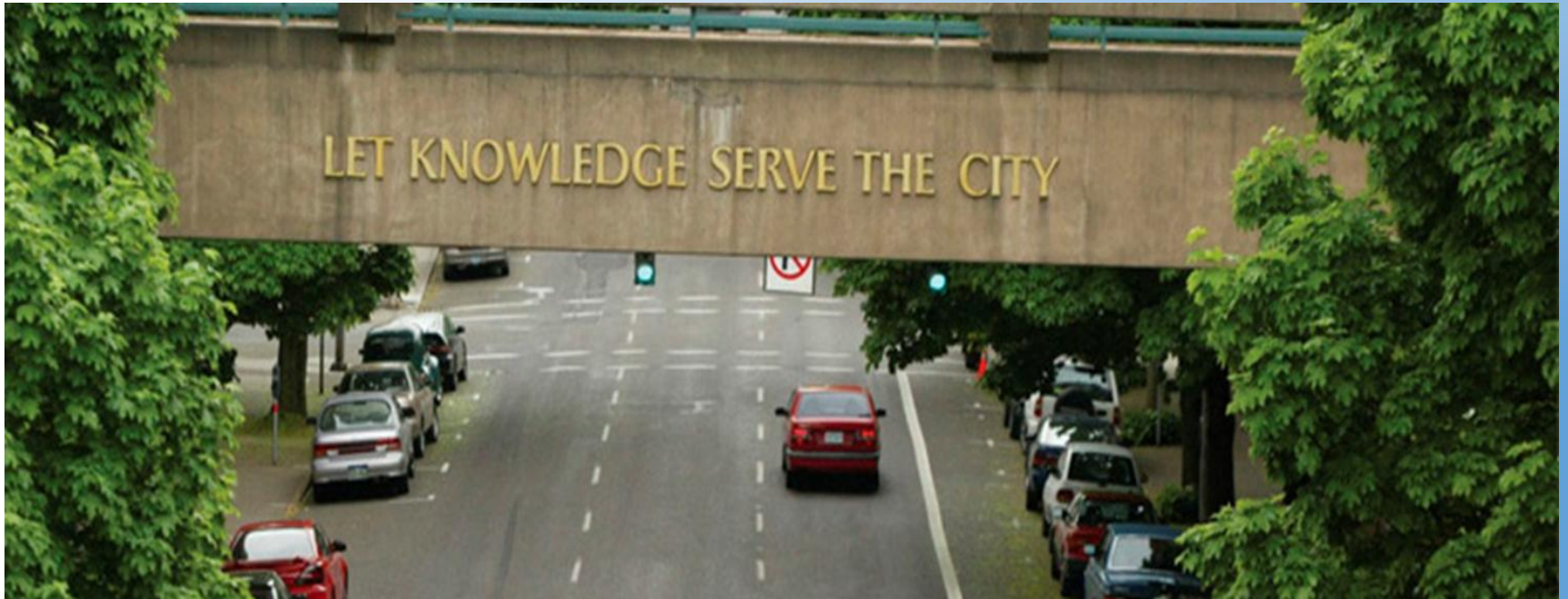
- Portland, Oregon
- Mid-sized city (2.2M metro population)
- Longstanding connection to the Pacific Rim countries
- Industry “clusters”
- Technology and software
- Green technology and services
- Apparel and related design
- Advanced manufacturing
- City-wide history of civic engagement
- Portland State University
- Urban research university
- 29,000 students (~3/4 undergraduates)
- Longstanding commitment to engagement and internationalization



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Supporting a campus culture of engagement and internationalization

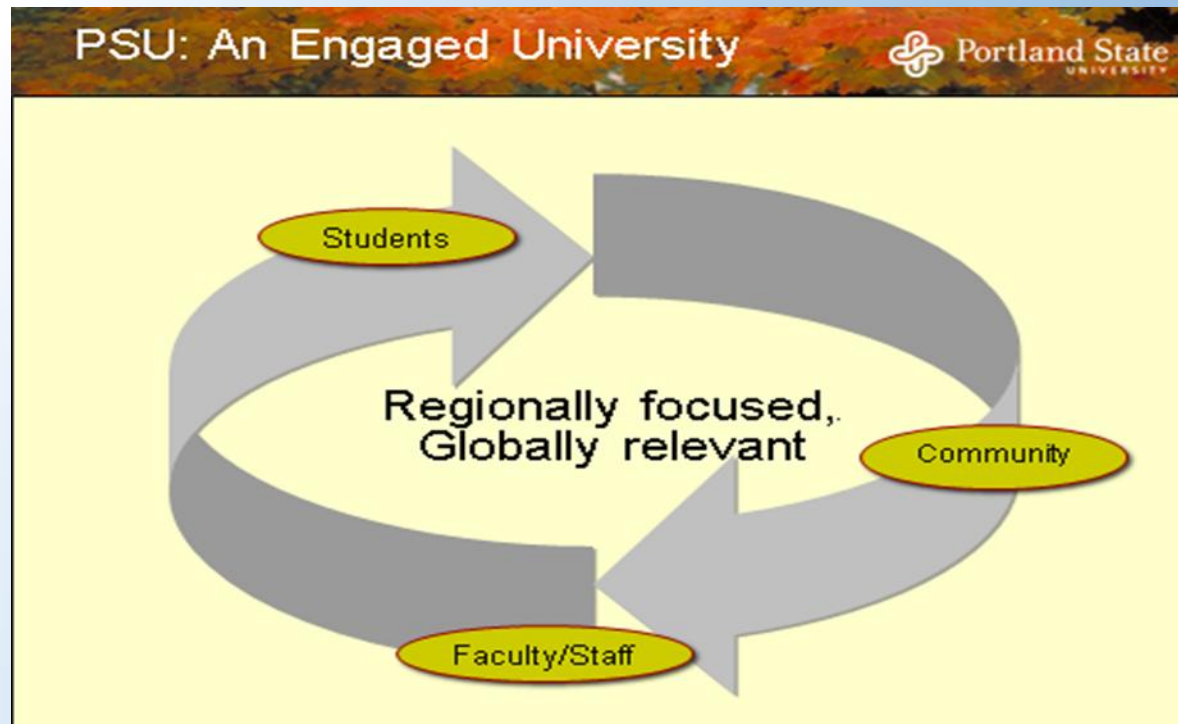
MOTTO



Let Knowledge Serve the City

Re-imagining Higher Education in a Global Context

Supporting a campus culture of engagement and internationalization



Characteristics:

- Older - Average PSU student age: 27 yrs
- First generation
- Financial challenges and concerns
- Underrepresented
- Multiple commitments beyond education
- Employed
- Family responsibilities
- Part time



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Evidence of success (highlights)

- Over 8,000 students participated in community-based learning (SL) courses (data point 2010)
- Achieved Carnegie elective classification as a community engaged University, 2006
- USN&WR recognition for past decade for service learning, senior capstone, and internships
- Western regional winner and finalist for NASULGC (APLU) Peter McGrath Outreach & Engagement Award, 2007
- First recipient of the national Jimmy and Rosalynn Carter Foundation Partnership award, 2008



Supporting a campus culture of engagement and internationalization

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Institutional Change Strategies (early 90s)

- **NEW IDENTITY:** Nurtured a renewed and proud sense of identity—urban university with commitment to local region.
- **FACULTY ENTHUSIASM:** Provided opportunities for faculty to join the national conversation about student learning and general education
- **SCHOLARLY APPROACH:** Encouraged a spirit of inquiry on student learning and community engagement among the faculty
- **NEW GENERAL EDUCATION CURRICULA:** Developed University Studies, focused on student learning communities, community engagement and interdisciplinary teaching teams
- **NATIONAL DISSEMINATION:** Faculty joined and led the national discussion on student learning and community engagement and became presenters and authors on the subject of engaged student learning
- **RECOGNITION:** Revised P&T guidelines to integrate Boyer's principles
- **SUPPORT:** Established the Center for Academic Excellence (CAE) to support innovative teaching and learning, community engagement, and assessment.

- Community-connected pedagogies (i.e., CBL/service-learning, capstone courses, etc.) improves learning (Astin et al., 2000; Kuh, 2009)
- Community-connected research strategies can:
 - Improve research questions
 - Positively impact local and global communities
 - Expand dissemination and utilization of findings
 - Add new funding streams
- Both serve the community and the students



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Commitment to Internationalization

- 50 year old Middle East Studies Center
- 25 year old international studies program
- 20 yrs ago: State-wide collaboration with political and business leaders – “Creating an international frame of mind”
- Over 2 dozen foreign languages (and currently one of the only Russian Flagship in US)
- Effort to pursue internationalization as campus wide strategy began in 1999
- Internationalization incorporated into President's Global Excellence theme in 2008



Institutional Choices to Build Success for Internationalizing the Campus

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- **2002:** declaration of internationalization as a presidential initiative
- **2004:** creation of Internationalization Action Plan with five goals
- **2006:** participation in ACE studies focusing on new majority students
- **2007:** adoption of internationalization as campus-wide administrative committee
- **2009:** “internationalization” affirmed as one of three new campus-wide learning outcomes.
- **2011:** Campus-wide discussion of Comprehensive Strategy for Internationalization



Campus Internationalization Results

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- ***Indicators of Success:***

- **2005:** NASULGC (APLU)'s Michael B. Malone International Leadership Award

- **2009:** Winner NAFSA Senator Paul Simon Award for Exemplary Campus Internationalization

- **2009:** Campus-wide learning outcome adopted for global learning / global citizenship

- **2009:** 1,750 international students (6.3 % of student body, doubled over decade)

- **2010:** 30 short term faculty led international programs; half of education abroad numbers

- **Strategy: Curricular**
- **Campus-wide Learning Outcomes**
- Disciplinary and/or professional expertise
- Creative and critical thinking
- Communication
- Diversity
- Ethics and social responsibility
- Internationalization
- Engagement
- Sustainability



Creating a blended culture of engagement and internationalization

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Strategy: Curricular **Campus-wide Learning Outcomes:**

- Diversity
- “Students will recognize and understand rich and complex ways that group and individual inequalities and interactions impact self and society.”
- Internationalization
- “Students will understand the richness and challenge of world cultures, the effects of globalization, and develop the skill and attitudes to function as ‘global citizens’.”



Creating a blended culture of engagement and internationalization

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Strategy: Office of International Affairs: **Engaged International Activity Highlights:**

- **2001:** International Faculty-led Programs (growth in number/diversity)
- **2002:** Internationalization Mini-grants (broad disciplinary involvement)
- **2007:** International Student Orientation and Mentoring Program (recruitment & retention)
- **2004-2010: Case Study – Vietnam**
 - *International Visiting Scholar /Fulbright Program*
 - *Community Environmental Management Project/USAID*
 - *Computer Science Project /MOET Advanced Program*
 - *Intel Vietnam Scholars Program*
 - *Ho Chi Minh Political Academy Project -- Leadership & Sustainable Development /Ford Foundation*
 - *Faculty Immersion: Sustainable Development and Vietnam (Summer 2010) /Miller Foundation funding.*

Creating a blended culture of engagement and internationalization

- Blending of *faculty* development with *institutional* development: i.e., University of Natural Sciences Ho Chi Minh City, Vietnam
- Fulbright, US AID, other grants:
 - CEE established
 - SLS Vietnam launched
 - 2010 Faculty immersion project
- Blended UG/Graduate course in Global Leadership and Sustainability



Creating a blended culture of engagement and internationalization

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- ***Summary of examples:***
- Curricular/ On campus:
 - General Education goals lead to Campus-wide Learning Outcomes, leading to initial efforts at Creating Global Citizens
- Curricular/ Off Campus:
 - International capstone course development, the local/global connection, aided by intl. mini-grants/ short-term faculty led programs
- Case Study:
 - Institutional and faculty development on campus (Fulbright) and in Vietnam



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Post-AIEA Activity Implications for your campus

- Relationship between two campus units could be in two years
 - Identify three action steps
- Relationship between your campus and an international partner could be in two years
 - Identify three action steps