ASSOCIATION of AMERICAN COLLEGES & UNIVERSITIES

GLOBAL ENGAGEMENT AND SOCIAL RESPONSIBILITY: Higher Education’s Role in Addressing Global Crises

Transforming Global Engagement and Social Responsibility: The Theory to Practice Nexus

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Developing a Transformative and Critically Reflective Approach to Global Citizenship

“Everyone seems to be in such a rush to create global citizens out of their students that we seem to have forgotten even to determine what we are even trying to create. Perhaps we avoid definitions not because of our rush to action, but out of fear of what we may find”

MORE FRAMING QUESTIONS...

What does it mean to be a responsible and critical global citizen?

What are key elements of transformational learning framework that might prepare and develop responsible and critical global citizens?

What are key lessons learned and unresolved disorienting dilemmas in achieving a transformative approach to global engagement?
FRAMING QUESTIONS…

Have you ever had a life-changing experience?

What were the key elements of that life-changing process?

What did you learn and do differently as a result of that experience?
Global Learning Definition

Global learning is “the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders.” (Landorf, H., & Doscher, S. P., 2015, Defining global learning at Florida International University. Diversity and Democracy
GSL Definition

- Global service-learning is a community-driven service experience that employs structured, critically reflective practice to better understand common human dignity; self; culture; positionality; socio-economic, political, and environmental issues; power relations; and social responsibility, all in global contexts (Hartman & Kiely, 2014, MJCSL)
Types of Global Learning (Changes in KSABs)

- Increased knowledge of cultural norms, the history of the region, religion, foreign policy, socio-economic, political, environmental problems and in particular, approaches to health care and prevention
- Enhanced problem solving/finding skills, listening and communication abilities in different languages, settings and with different people
- Hone practical skills in clinical or institutional settings
- Increase knowledge and skill in research and evaluation
- Develop intercultural competence, and abilities to adapt to diverse social and environmental stressors
- Increase skills in leadership, critical reflection and dialogue
- Enhance personal growth and sense of self-efficacy/direction
- Describe the learning experience as ”transformative” and “life changing”
Global Service Learning Research

- Conducted a longitudinal case study of a global service-learning program that examined the meaning of “transformation.” The study explored transformational learning processes, outcomes, program factors and long-term individual and social action (Kiely, 2002, 2004, 2005, 2011)
Transformative Learning in GSL:

Outcomes

- Intellectual
- Moral
- Political
- Cultural
- Personal
- Spiritual


Processes

- Contextual Border Crossing
- Dissonance
- Personalizing
- Connecting
- Processing
- Emerging Global Consciousness

- Envisioning
- Transforming Forms
- Chameleon Complex

- Kiely (MJCSL, 2005)
DISSONANCE
DISSONANCE
DISSONANCE
MEANINGFUL CONNECTIONS
MEANINGFUL CONNECTIONS
MEANINGFUL CONNECTIONS
PROCESSING THE MEANING OF THEIR EXPERIENCES THRU CRITICAL REFLECTION
PROCESSING EXPERIENCE THRU...

DIALOGUE
DEEP LASTING RELATIONAL TRUST
A DEEP SENSE OF ACCOMPLISHMENT THRU TEAMWORK & COLLABORATION

ENVISIONING A NEW DAWN... A BETTER WORLD...
Transformative Learning in GSL:

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Transforming Forms or Outcomes

• Intellectual
  • Rethink knowledge, value multiple forms of knowing, question how knowledge is constructed, by whom, for what purpose, for whose benefit…Whose knowledge counts?

• Moral
  • Rethink server-served relationship, value reciprocity, build empathy and solidarity with others across borders

• Political
  • Rethink citizenship and view rights and responsibilities on multiple levels unrelated to legal status and/or national borders – becoming global citizens

• Personal
  • Change in lifestyle, be aware of impact and harm caused by consumption, profession and ecological footprint

• Cultural
  • Resist status quo and challenge dominant cultural norms. Organize and engage in social action for institutional/policy change

• Spiritual
  • Examine interconnectedness and focus on social justice and larger purpose. (Rumi)
Transformational Learning…

• Emerging Global Consciousness

  – Envisioning

  – Transforming Forms

  – Chameleon Complex
Chameleon Complex
Adapting-Resisting

• Personal Change

• Interpersonal Relations

• Institutional & Policy Changes

• Societal
A metaphor describing the chameleon complex post-GSL…

- “I was a fish out of water but then I grew feet and walked back in.”

-Karen
Theory-Practice Lessons Learned: PRE-DURING-POST PROGRAM

• Contextual Border Crossing: relational work across difference in biography, identity, privilege, power and positionality
• Dissonance: type, intensity and duration
• Personalization – emotional, visceral, affective, vulnerability, humility
• Connecting – relationships, community-building, empathy and modeling
• Processing – practicing critical reflection, active listening and dialogue
• Chameleon Complex: Pre-during-post training to prepare for ongoing challenges with (dis)integration
Concluding unresolved thoughts for ongoing critical reflection and dialogue…

- Engaging with people from diverse backgrounds, language and cultures in deeply relational ways, through stories, and hands-on work together can be transformative!

- However, “a critical global citizenship necessarily entails an ongoing struggle aimed at disrupting, decolonizing, and transforming historical, linguistic, structural, cultural, and institutional arrangements that cause harm. This is an ongoing, principled negotiation that current conceptions of global citizenship learning do not address…a critical, transformative approach to global citizenship, means a focus on intellectual, political, moral, social, cultural, personal and spiritual learning outcomes…” (Hartman & Kiely, 2014)
Concluding unresolved thoughts for ongoing critical reflection and dialogue...

• It’s not just about expanding one’s horizons, but also, transforming the horizon itself

• It’s disrupting and challenging the dominant narrative and discourse and changing the narrative...whether individual, collective, cultural, linguistic, historical, epistemological, institutional...
Concluding thoughts for ongoing reflection and dialogue...

• The surveys we performed and the data we produced were a unique and valuable contribution to the City’s recovery. The survey data spoke with a clear, precise and practical voice. Ninth Ward residents not only wanted to return and rebuild but could do so in a safe and cost effective way. These findings made local, national and international news and they 'worked to COUNTER THE NARRATIVE' that the Lower Ninth should be abandoned left by city government to be parks and wetlands (Reardon & Forester, 2016, Rebuilding Community After Katrina: Transformative Education in the New Orleans Planning Initiative, p.227)
Concluding thoughts for ongoing reflection and dialogue...

• There is a need for a guiding conceptual and practical framework for engaging in critical and transformative global learning and engagement...

• What is your guiding conceptual and practical framework for transformative global learning and engagement?
Toward A Transformative & Integrative Approach to GL&E
Critical and Transformative Global Engagement as an Aspirational Goal: Key Questions

What does transformation as an aspirational goal look like in each of the four dimensions?

What are trenchant, persistent, unexamined, taken-for-granted hegemonic assumptions embedded within each of these areas?

How might we go about questioning and disrupting such dominant norms and assumptions – to shift and transform the dominant narrative that is more just, inclusive and equitable?

How do we build authentic, empowering, mutually beneficial relationships in each area? To tell, and listen eloquently to each others’ stories

How is power negotiated, shifted and transformed?

What are the benefits, risks and challenges in integrating each of the four as a critically transformative approach?

How do we create support structures and community to do transformative work?
QUESTIONS/COMMENTS?

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AND
GSL5
5th Global Service-Learning Summit
April 15-17, 2018
University of Notre Dame, South Bend, IN

• Summit Information & Registration: bit.ly/GSL5Summit
• Early Bird Registration Deadline—November 15, 2017

Hosted by Notre Dame’s Center for Social Concerns, GSL5 Dignity & Justice in Global Service Learning seeks to create a space for active listening and critical dialogue between secular and faith-based organizations that are committed to co-educating and collaborating for social change and that wish to recover and re-examine the values which underlie the work.

The Summit's theme aims to bring visibility and awareness to the history, richness of values, and moral dimensions in higher education, including the role of faith-based and secular institutions in supporting community and international development, civic and political engagement, democracy and human rights, while also educating students as faith-filled people and/or socially responsible global citizens.

The pre-Summit workshop, GSL 101, held April 14-15 is also open for registration.

Summit Sponsors: University of Notre Dame, Haverford College, Duke University, Northwestern University, Georgetown University, Quinnipiac University, Association of American Colleges & Universities

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