WELCOME TO: Supporting Robust Learning and Research Partnerships in Situations of Intense Economic Inequity

PLEASE: At your seats, think of a campus-community partnership you work with, pick up a self-assessment, then discuss the numeral indicated in the top right with colleagues nearby.
Serve and Learn in The Navajo Nation
Supporting Robust Learning and Research Partnerships in Situations of Intense Economic Inequity

Eric Hartman, Haverford College, Alice Lesnick, Bryn Mawr College, Charles Reilly, Gallaudet University
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Goal of Session

In the context of campus-community collaboration embedded in situations of intense economic inequity . . .

. . . For SIOs to share structures, tools, and strategies to inform learning in institutional and interactional terms
Thinking Together: A Summer Action Research Fellowship

LAGIM TEHI TUMA Mission: To rethink and co-create education through Black study and Black studies, community-based partnership and internships, and cultural exchange recognizing colonial pasts and moving towards just futures. 2012-present (lagimblogs.brynmawr.edu)

- 4 Internships supervised by local mentors: preschool and kindergarten; community radio station; ICT Centre; Literary Arts and Archives
- Dagbani language learning; Black is Beautiful project (questioning skin lightening industry); academic and reflective dialogue
- Dalun-based Leadership Team, Bryn Mawr and Haverford Colleges, University for Development Studies
Introduction of Self and Then:

My name is
N yi
Where do you come from?
N yi
Am I an American?
O yi
A y yi
Why Acknowledge Intense Economic Inequities?

● Recognize extreme poverty as a human rights issue (Alston, 2018), SDG 1
● Rethink privilege that silences those with and without it
● Create discourse and accountability that acknowledge inequities without deficit-based framing
In the Context of private LACs

- Tendency to conflate exclusivity with excellence
- Habit of accumulating economic resources
- Early in process of reconciling inequities on campus
“The position of the rural population: that of a man standing permanently up to the neck in water, so that even a ripple might drown him.”

- R.H. Tawney (quoted in Scott)
“I know that your students are going back to the USA and putting on their resumes that they served in Jamaica for a few weeks, and getting better jobs as a result. What are we supposed to put on our resumes, that we hung out with white people for a few weeks? That’s not going to get us better jobs.”

- Mr. Mathias Brown, JP
- March 2010
How are our partnerships happening?

http://globalsl.org/ftl/
Desire-based, collaborative, co-creative, relevant: The Ticha Project
OUR MISSION

The mission of Puentes de Salud is two-fold: First, to partner with Philadelphia’s rapidly growing Latinx immigrant community to build long-term prosperity by addressing immediate education, health and social service needs. Second, to create a responsible learning environment for future generations of advocates, educators, and healthcare providers to examine Social Justice and Structural Violence, and to explore their impacts on the Social Determinants of Health within a marginalized community.
Desire-based, community-driven, curricular and co-educational: Center for Peace and Global Citizenship and Puentes de Salud

Economic Justice

Critical Inquiry, Consequential Action

Recognizing Community Insights

Global Understanding, Inclusivity, Local Action

Community-driven Project, Education, Service, Social Change
Emerging Partnerships Framing

GENERATIVE PARTNERSHIPS - Generative and Continuing Commitments

CONTINUING COLLABORATIVE PARTNERSHIPS - Repeated Collaborations beyond the Summer

ANNUAL SUMMER PARTNERSHIPS

PARTICULAR PROJECT PARTNERSHIPS
Yearly Growth of Puentes Education Programs

- **2011**: Puentes Hacia el Futuro founded (K-6)
- **2012**: Summer program added (Grades 3-6), PHF expanded
- **2013**: Middle school added (K-8)
- **2016**: Early childhood added
- **2017**: Lanzando Líderes (Grades 9-12) formed
- **2018**: Puentes summer expands (Grades 2-6)
• Review of programs in respect to vulnerable population protections, slight changes. Done.
• Place-based faculty seminar on engaged ethical learning. Done, Some Impact, Mutating Challenges, Evolving.
• Ethical representation photo contest. Done and .... Mutating Challenges.
• On-campus colloquium with global partners: Seeking global citizenship. Done, Impact, Evolving.
• Supporting Ghanaian partners’ attendance at professional development events in Accra. Done.
• Supporting Ghanaian partners’ purchase of motorcycle for local program facilitation. Done.
• Advancing partnership with local migrant rights / public health NGO that will include shared employee. Done and Evolving.
Towards transformative global collaborations

Understand Local Context
- Study their circumstances
- Find like-minded collaborators incl. local Deaf leaders
- Identify mutual benefits

Articulate Our Identity & Values
- Holistic “theory of change” with:
  - Linguistics & cultural vitality
  - Deaf/DeafBlind/HH Leadership
  - Deaf diversity & Lifelong learning
  - Thriving Deaf community

“Sweet spot” of multi-faceted engagement

Apply Essential Protocols
- Partnership approval process
- Financial model
- Consider prior commitments
- Support implementation
SIO and relationship building

As an interstitial “relationship builder” the SIO can establish deliberative mechanisms to identify fruitful relationships and to craft unifying agreements for transformative efforts.

Whether for technical cooperation, student learning and mobility, or research, the SIO can guide the institution in:

1. Deciding with “eyes wide open”
2. Crafting a value-rich Agreement
3. Operating for local inclusion and capacity-building.
Deciding with eyes wide open.

● **Mechanisms for assessing “fit”**
  ○ “Situation analysis” of requesting orgs. and its nation
    ■ Global Knowledge Base -75 data points
    ■ Verifying “backchannel“ using network (campus & global).
  ○ Do **our strengths** match their needs & objectives? Can work with them?
    ■ Can we make a difference? Community readiness to partner?
  ○ **Participatory decision-making**
    ■ G.O.A.L. (Global Opportunity Assessing League)
    ■ Consider prior commitments & “opportunity cost”.

● **Challenges**
  ○ Explicating and translating our institutional “theory of change”
  ○ Moving from reactive to proactive, using a “grand global strategy”.
    ■ Burden on other party to push forward in face of our heavy demand.
Crafting a value-rich & protective agreement *

- **Standing for the community (beneficiaries)**
  - “Nothing about us, without us” —> **Tripartite** agreement

- **Incorporating a “theory of change”**
  - Community as indispensable assets and learners

- **Values** — Negotiated then non-negotiable @
  - Fine-grained values talk (UN CRPD, What we want to project)

- **Challenges**
  - Translating values to local situations
  - National community orgs. truly representing their diverse communities
  - Lack of “face time” to build an honest relationship pre-agreement.
  - “Turn over” of “enlightened” personnel and leadership.

* Example ===>

* Example ===>

* Example ===>

* Example ===>

* Example ===>

* Example ===>

* Example ===>

* Example ===>
“To strengthen educ. & career opportunities for all Deaf Nigerians”

“The agreement is tripartite, with equal representation, in recognition of the value and necessity of university-community cooperation in affecting changes in life conditions for the beneficiaries in Nigeria.”

“The Parties recognize that ... success ...relies upon a range of resources, including finances, subject expertise, cultural and linguistic expertise and rights, and the incorporation, in each stage of this project, of diverse perspectives from the Deaf, DeafBlind, and Hard-of-Hearing Nigerian community.”
Operating for local inclusion and capacity-building

$$ - Access in all languages

$$ - “Prime the pump” of community’s participation
  ○ Foster community’s growth towards ‘inclusion of all’
  ○ Sideline training about “the game”
  ○ Skills transfer to communities (Ex. language research & teaching, etc.)

● Shared program oversight
  ○ Steering Committee
  ○ Local staff

$$ - Expenses (next slide)
Value & Financial Equity

● Recognize the value of in-kind human assets

● Capacity-building to meet the community’s objectives
  ○ To promote & recruit within community
  ○ To share knowledge with home community

● Budget for local costs, financial burdens & gaps
  ○ PARTICIPATORY BUDGETING
  ○ Transportation, Communications, Professional dev.

● CHALLENGES
  ○ Fiduciary status of community orgs; Paranoia by our “bean counters”.
Take-Aways

In light of this presentation and your work as an SIO, what is one of your take-aways -- a structure, tool, strategy, idea?

Thank you!