Breaking Down Silos in Higher Education: Rethinking Campus, Community and Global Collaborations

• Samantha Brandauer, Associate Provost & Executive Director Center for Global Study and Engagement, Dickinson College

• Eric Hartman, Executive Director, Center for Peace and Global Citizenship, Haverford College

• Amer F. Ahmed, Chief Diversity Officer and Executive Director Office of Equity and Inclusivity (interim), Dickinson College
Welcome, Intros & Overview

• Who are we and how our work intersects with justice, inclusion, sustainability?
How are our partnerships happening?

https://compact.org/global-sl/ftl/
Asset-based: Community-driven, curricular and co-educational; Nearby Overlap - Center for Peace and Global Citizenship – Puentes de Salud Partnership Values

Critical Inquiry, Consequential Action

Global Understanding, Inclusivity, Local Action

Economic Justice

Amplifying Community Insights

Community-driven Project, Education, Service, Social Change

PUENTES DE SALUD

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CPGC
Asset-based: community-driven, faculty-mentored, continuously co-created: 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.
“Sin Puentes Todos Seríamos Islas”
Without bridges, we would all be islands
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Bridging the Int'l Ed & DEI/SJ Divide

• Bringing Int’l/Global Ed to U.S. Diversity & Social Justice
• Bringing U.S. Diversity & SJ to Intercultural and Int’l/Global Ed
• Why DEI Resistance to Int’l/Global Ed?
• Critiques: Int’l/Global Ed often de-historicizes and lacks explicit power analysis.
• Privileged groups benefit and marginalized don’t (who has access?)
• Int’l/Global Ed often viewed as a threat to U.S. Diversity in the name of “Globalizing Higher Education/Organizations”
• Diversity and Social Justice Ed often dismissed by Int’l/Global Ed as U.S.-specific only and not relevant beyond, particularly with regards to race.
Why the Divide is so Problematic

• U.S. vs. International framing and structure is dichotomous & inadequate in effectively engaging complexities of the 21st Century (e.g. Immigration, Pandemic, etc.)

• Globalization is powerful & dynamic, we must better understand the interrelated and interconnected realities perpetuating global inequities that occur at the local, regional, and global levels

• Lacking a postcolonial lens does not challenge historical implications on present-day circumstances, therefore benefiting the powerful.

• Dealing only with culture, benefits the powerful

• Global Ed lacks diversity from marginalized identities because of the dichotomy

• Pretending that historical inequities like racism is U.S. specific ignores all of colonial history
INTERCULTURAL PRAXIS MODEL
KATHRYN SORRELLS, PH.D.

INTERCULTURAL PRAXIS
• Process of critical, reflective thinking and acting
• Allows us to navigate complex and challenging intercultural situations
• Raises awareness, increases critical analysis, and develops socially responsible action

INQUIRY
• Curiosity about self and others who are different from ourselves
• Interest in learning, growing and understanding others
• Willingness to take risks and suspend judgment
• Flexibility to challenge worldviews and be changed

ACTION
• Linking intercultural understanding with responsible action to make a difference
• Challenge stereotypes, prejudice, and systemic inequities
• Use positional identity, power and privilege to generate alternative solutions
• Compassionate actions that create a more socially just, equitable and peaceful world

REFLECTION
• Capacity to learn from introspection
• Ability to observe and alter our perspectives and actions
• Capacity to view ourselves as agents of change
• Necessary for all aspects of intercultural praxis

DIALOGUE
• Creative process where meanings flow and new understanding emerges
• Relationship of tension that is oppositional and transformative
• Quality of communication that involves connection, empathy and respect
• Stretching across difference that is essential for building community

POSITIONING
• Socially constructed categories of difference position us in terms of power
• Consider how we are positioned in relation to others
• Our positioning impacts how we make sense of and act in the world
• Consider who can speak and who is silenced; whose knowledge is privileged

FRAMING
• Different perspective-taking options
• Awareness of frames of reference that include and exclude
• All perspectives and views are limited by frames
• Ability to shift perspectives between micro, meso and macro frames

INFOGRAPHIC BY JESSICA ARANA

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Where did we start @Dickinson?
What was foundational?
Lessons learned @Dickinson

Shared Goals: Local-Global Interdependence

- Center for Civic Action and Learning
- Center for Global Study and Engagement
- Center for Sustainability Education
- Office of Equity and Inclusivity
Smaller Breakout Discussion

• How do you imagine breaking down silos at your institution?
• What is your role?
• Why does this matter?
Questions & Thank You