



Leaders in International Higher Education

2021 ANNUAL CONFERENCE

*Leading Internationalization in
a New Era: Collaborating for
Global Solutions*

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?

Fair Trade Learning

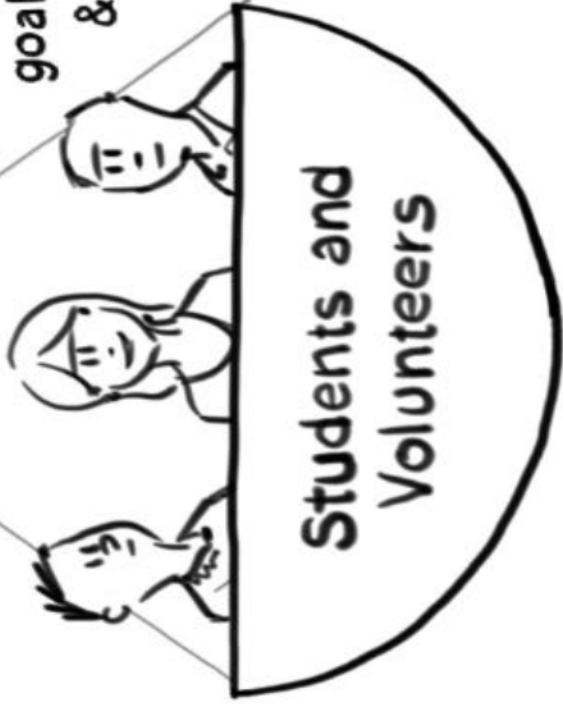
advance social & economic

development while

supporting the learning

goals of students

& volunteers



Students and
Volunteers

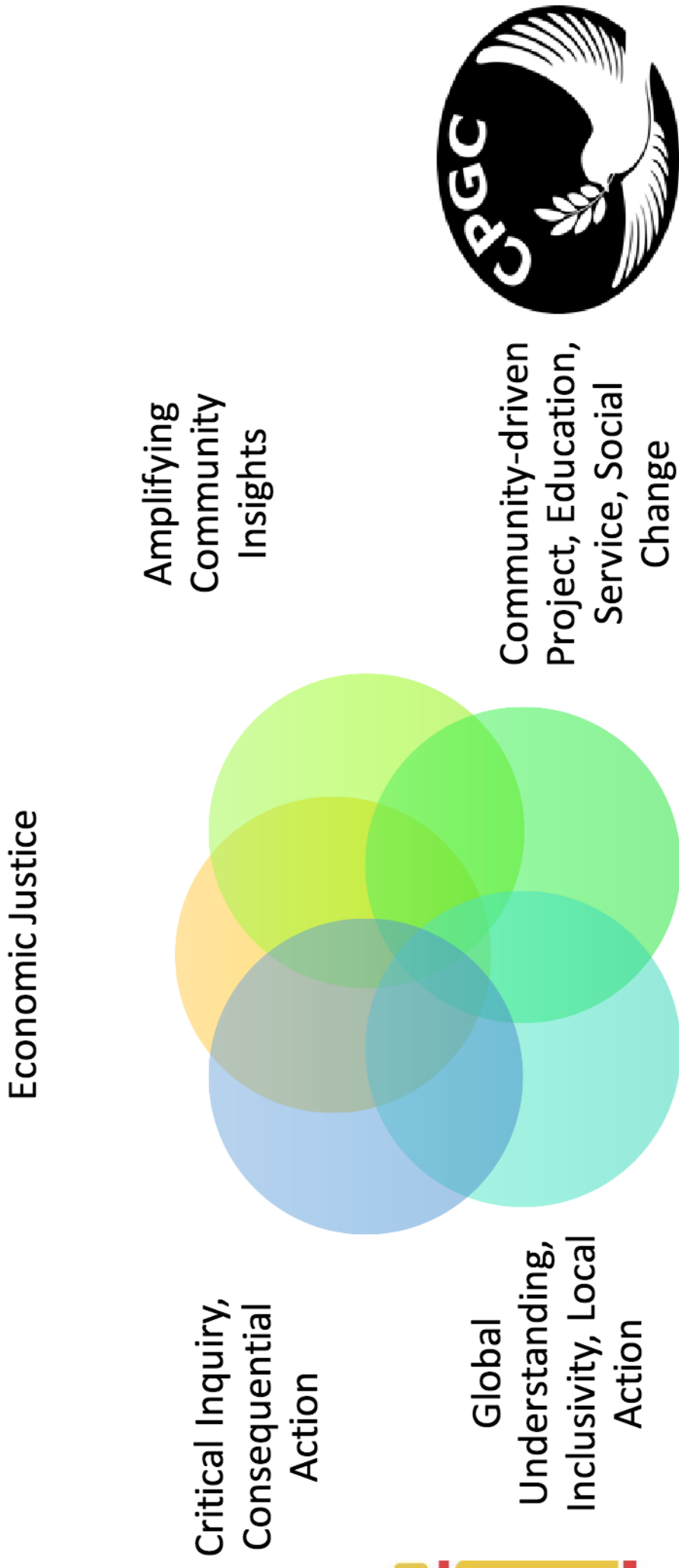


Host
Communities

<https://compact.org/global-sl/ftl/>

How are our partnerships happening?

Asset-based: Community-driven, curricular and co-educational; Nearby Overlap - Center for Peace and Global Citizenship – Puentes de Salud Partnership Values



Asset-based: community-driven, faculty-mentored, continuously co-created: The Ticha Project



Words in the Cloud

Creating lexicography expertise in Tri-Co

April 9, 2018

Haverford College
Dining Center, Bryo Mower College Room

10:00 a.m. - 11:00 a.m.
Moisés García Guzmán
Secretary of Culture,
San Jerónimo Tlaxochahuapya, Oaxaca
Community perspective on working
with linguists on digital lexicography
projects, with Q and A
(open to Tri-Co students)

2:00 p.m. - 3:00 p.m.
**The Future of Digital
Lexicography**
tea, coffee, fruit, cheese, cookies
(open to Tri-Co students)

Roberto Chelery has recently won the Institute of the Americas (IA) 2018 award for his work on the digital lexicography project with José Chelery Montoya. Photo credit: Joseph Esteban. Funded through a grant from Tri-College Mellon Seed Grant.

WHO WE ARE

Home / Who We Are



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.

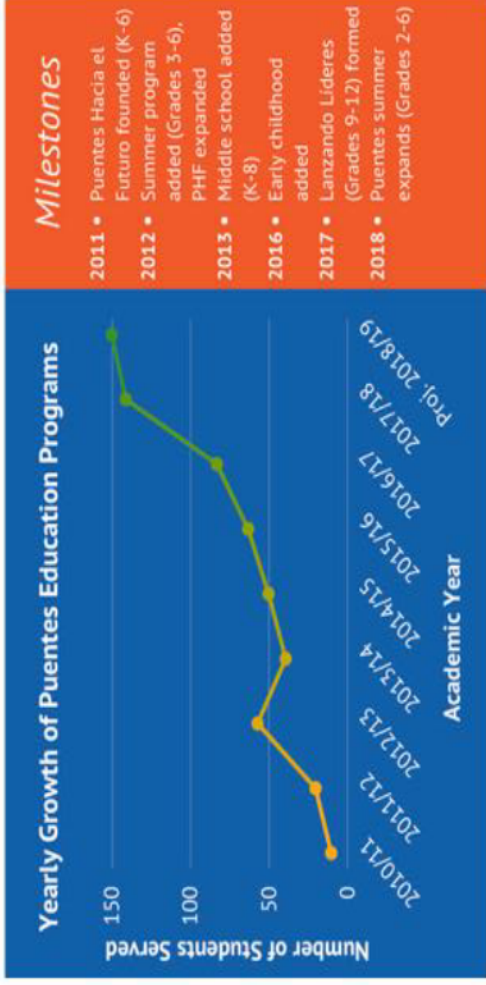
BECOME A
VOLUNTEER
PUENTES DE SALUD

PUENTES DE SALUD



“Sin Puentes Todos Seríamos Islas”

Without bridges, we would all be islands



Milestones

- 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)

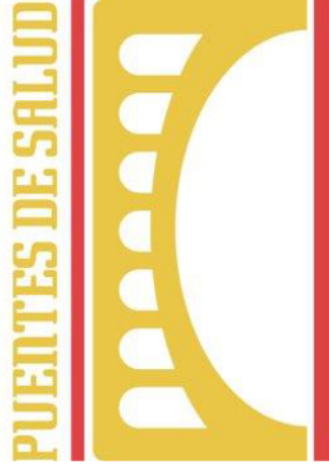
Puentes de Salud Education

- 2010 • Puentes a las Artes (Pre-K)
- 2011 • Puentes Hacia el Futuro (K-8)
- 2018 • Lanzando Líderes (9-12)

2017-2018 Sessions	2017-2018 Instances	2017-2018 Caregiver Involvement
Total elementary and middle school sessions in AST*	5,557	Total sessions involving caregivers in education programming
Total high school sessions in AST	746	Total instances of caregivers participating in education programming
Total early childhood sessions in AST	574	51
Total weekend sessions for all students	124	235
Total Sessions	7,001	235

*AST abbrev. Afterschool Time

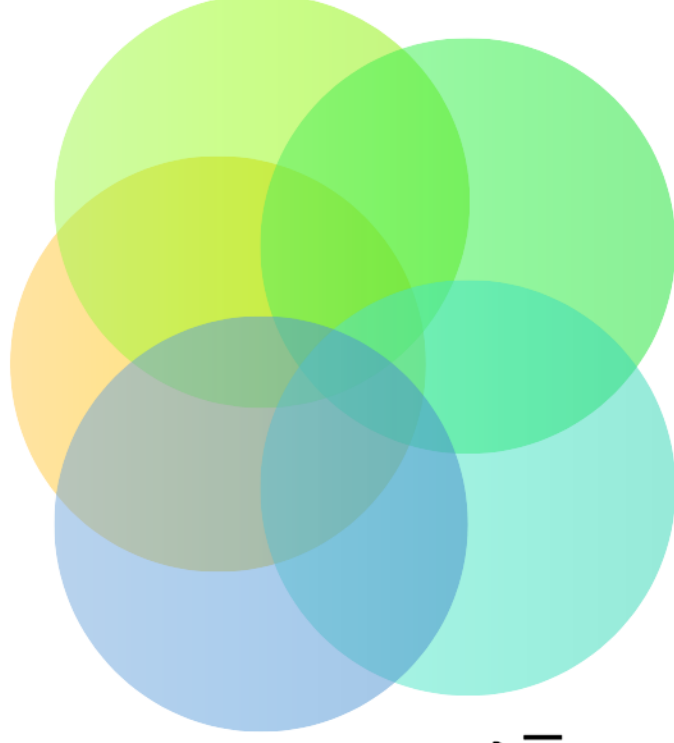
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Critical Inquiry,
Consequential
Action

Global
Understanding,
Inclusivity, Local
Action

Economic Justice



Amplifying
Community
Insights

Community-driven
Project, Education,
Service, Social
Change



Fair Trade Learning

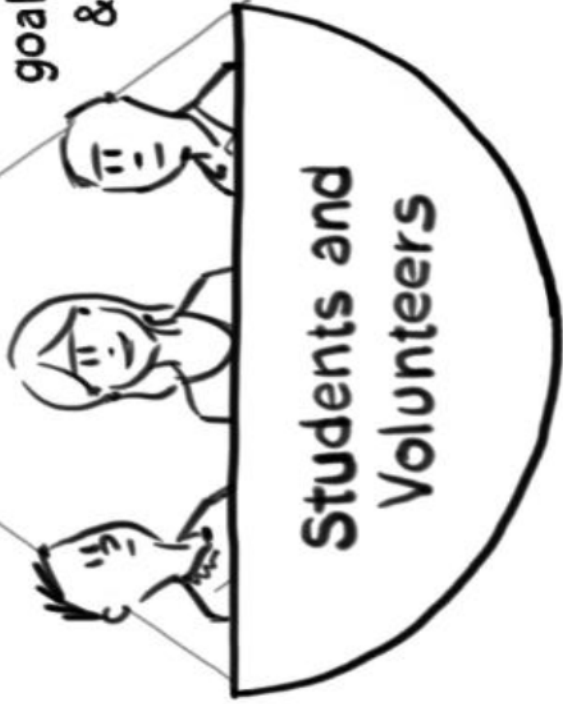
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How are our partnerships happening?

Bridging the Int'l Ed & DEI/SJ Divide

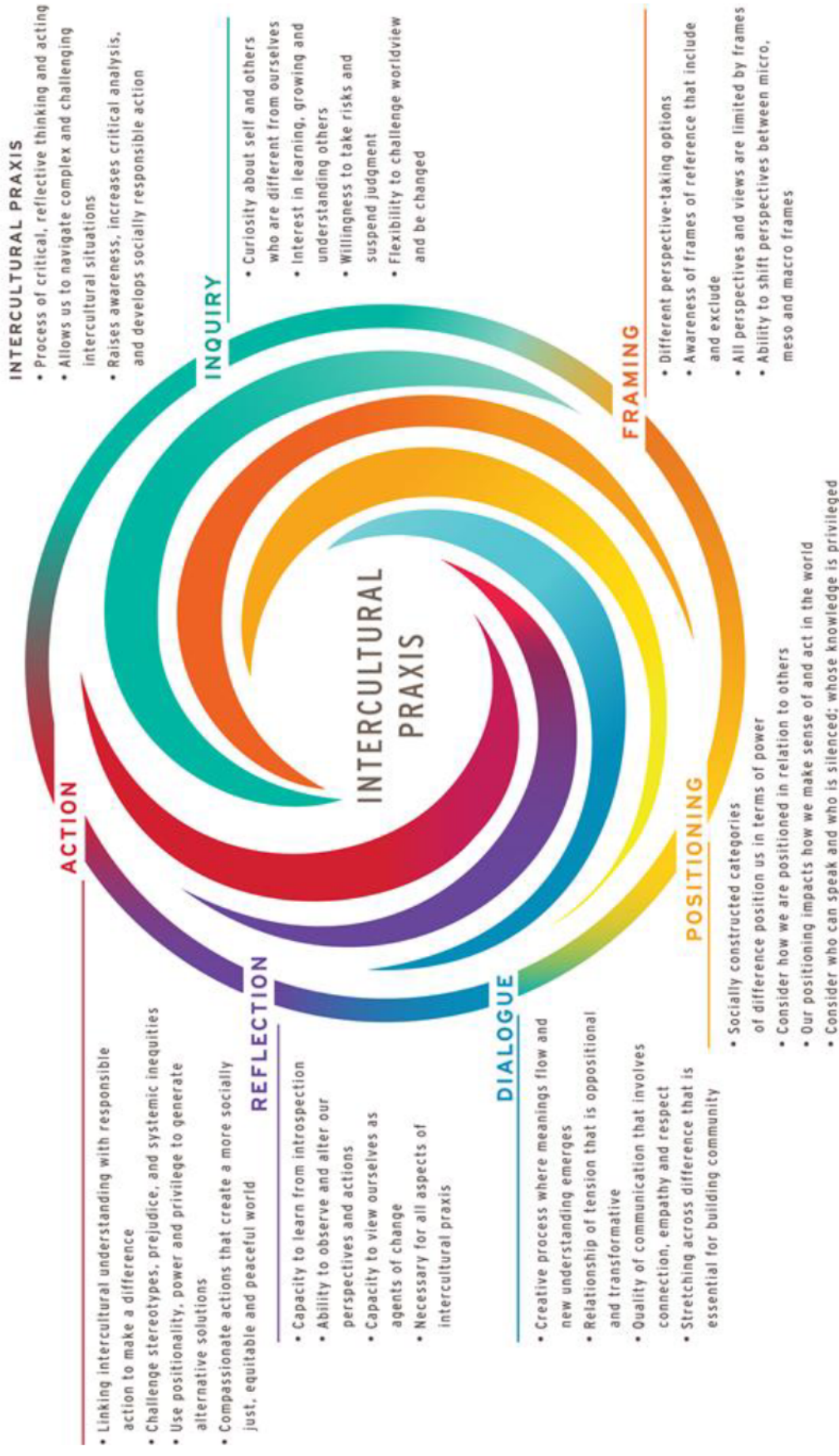
- Bringing Int'l/Global Ed to U.S. Diversity & Social Justice
- Bringing U.S. Diversity & SJ to Intercultural and Int'l/Global Ed
- Why DEI Resistance to Int'l/Global Ed?
- Critiques: Int'l/Global Ed often de-historicizes and lacks explicit power analysis.
- Privileged groups benefit and marginalized 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

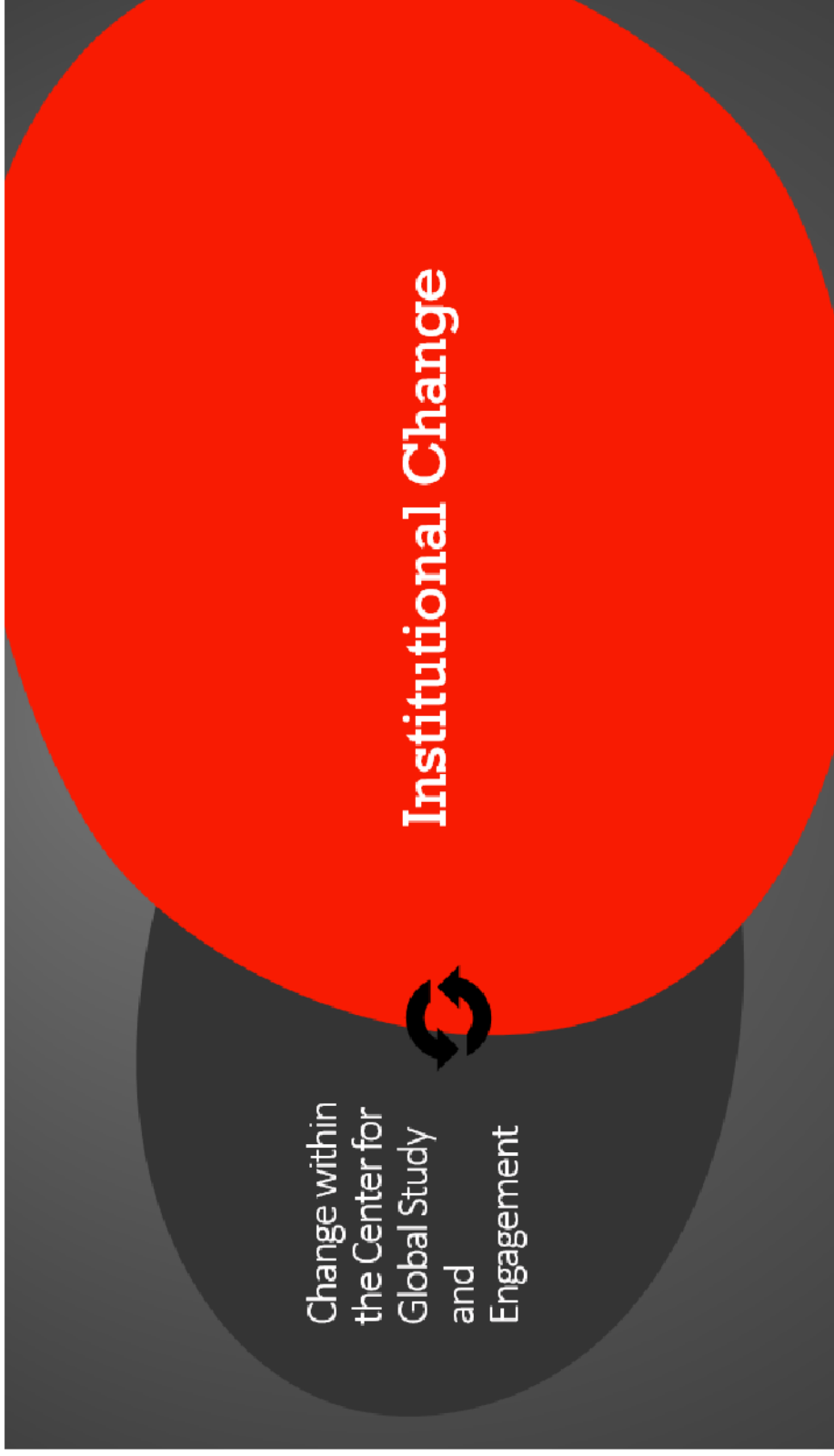
INTERCULTURAL PRAXIS MODEL

KATHRYN SORRELLS, PH.D.

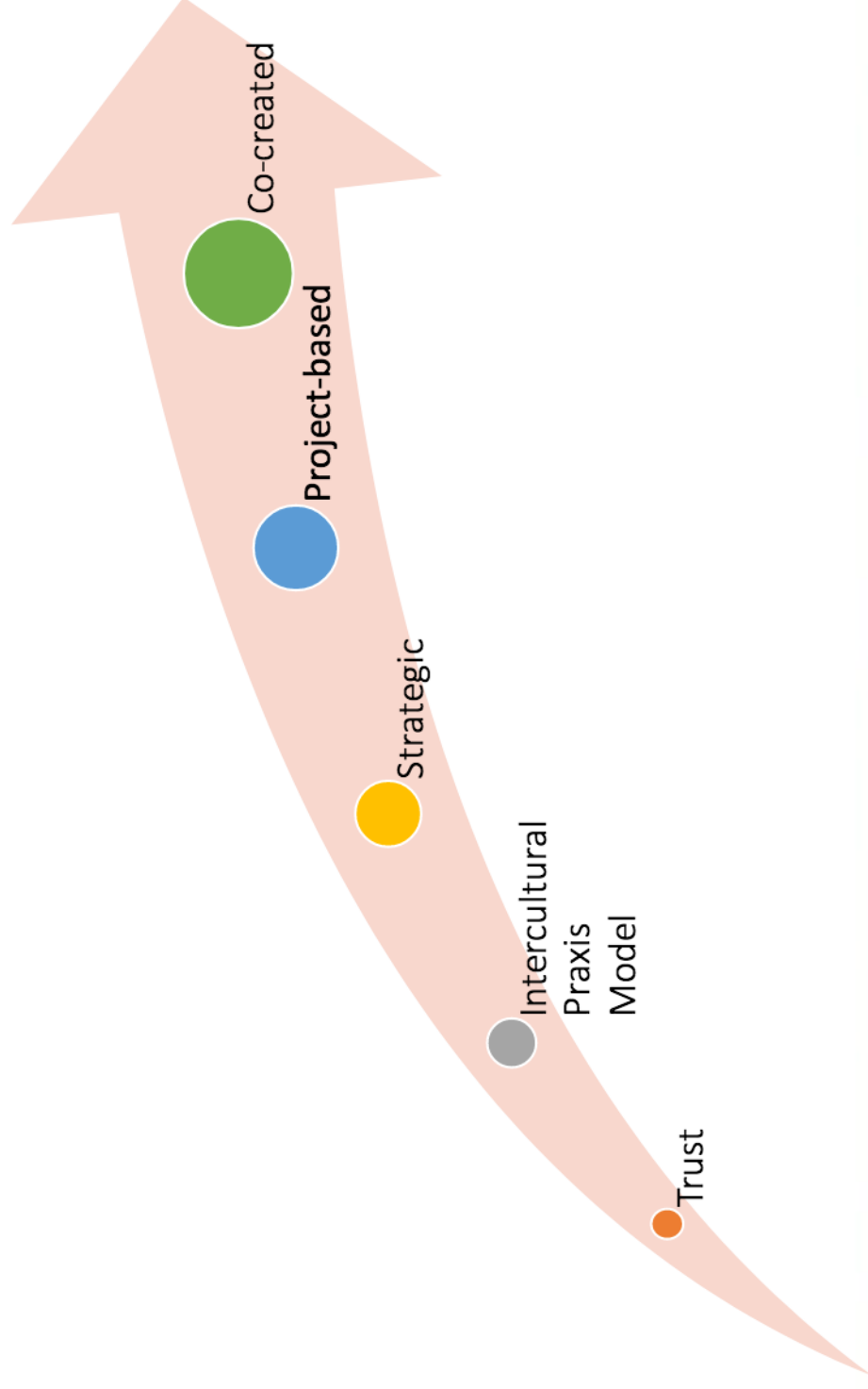


INFOGRAPHIC BY JESSICA ARANA

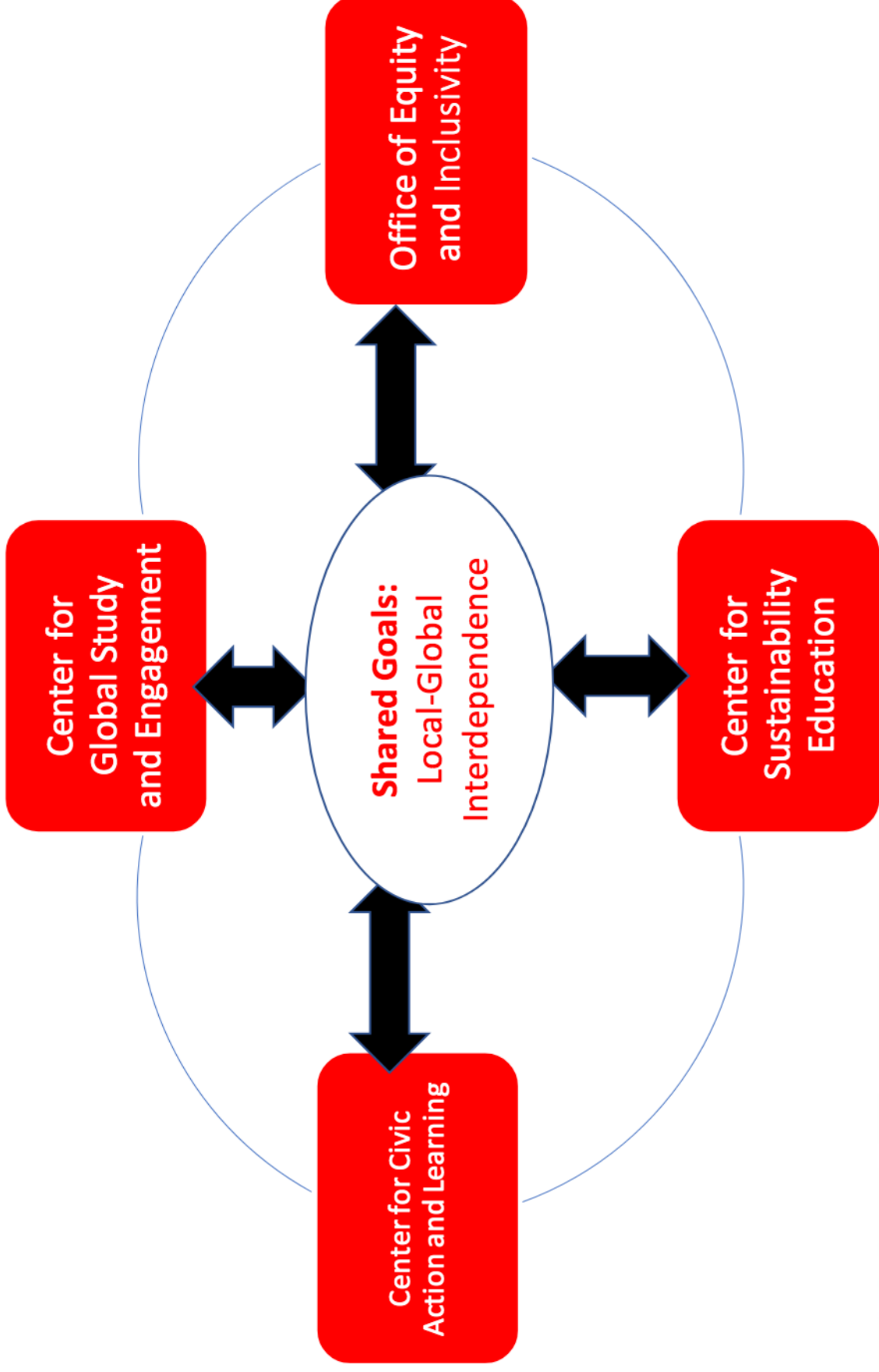
Where did we start @Dickinson?



What was foundational?



Lessons learned @Dickinson



Smaller Breakout Discussion

- How do you imagine breaking down silos at your institution?
- What is your role?
- Why does this matter?

Questions & Thank You