

KALAMAZOO COLLEGE®

10/23 - 25, 2016

Civic Engagement & the Liberal Arts

**LOCAL PRACTICE,
GLOBAL IMPACT**





THE GLOBAL LIBERAL ARTS ALLIANCE is an organization of 29 liberal arts colleges and universities located in 17 nations. The Global Alliance seeks to serve as a beacon for educational leaders, faculty members and administrators and to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences. The Global Alliance was founded and is administered by the Great Lakes Colleges Association with the generous support of the Endeavor Foundation and the Andrew W. Mellon Foundation.



The mission of the **GREAT LAKES COLLEGES ASSOCIATION** is to take actions that will strengthen and preserve our colleges and by being a leading force on behalf of education in the tradition of the liberal arts and sciences. Rich in tradition, the Great Lakes Colleges Association will continue to enhance our colleges by leading as new areas of opportunity and challenge emerge.



The mission of **KALAMAZOO COLLEGE** is to prepare its graduates to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world. Together in a fellowship in learning, the members of the Kalamazoo College community are developing a model of an educated citizen that combines scholarship, civic engagement, and in-depth living experiences in other countries.



Affirming the central goals of the College, the CCE engages students, faculty, and community members in sustained partnerships that foster collaborative learning and civic participation in a diverse, democratic society. Linking engagement, learning and advocacy, the CCE works to strengthen our communities, invigorate the educational experience, and promote a more just, equitable and sustainable world.

Welcome

Welcome to Kalamazoo College and the Global Liberal Arts Alliance Institute on Civic Engagement.

The most pressing problems we face are interconnected and global in nature. As liberal arts institutions, our missions and strengths position us as leaders for social change in our communities and around the world. This gathering brings together educators, students, activists and scholars whose commitment to the common good spans disciplines, differences and the globe.

We are especially pleased to welcome more than 30 students and community partners. You represent those whose knowledge and imaginations are foundational for effective civic engagement practices and community transformation. We need each other's voices to enrich our dialogue, inform our theory and practice, and expand the reach of liberal arts institutions as partners responding to urgent social challenges. We have much to learn from one another. It is our sincere hope that this Global Alliance gathering will nurture cross-campus relationships that lead to proposals to share, collaborate, and act.

Civic engagement encompasses endeavors from voting to volunteering with community organizations to social justice activism and advocacy. It includes course-based and co-curricular experiences in which students work beside and learn from members of local communities to address complex social issues, building a foundation for active and informed engagement in democratic processes and social change. When combined with purposeful reflection and theoretical understanding, these opportunities enable students to gain civic, academic, and personal knowledge, and develop important skills. Civic engagement "practice" is essential in college if we want all of our students to flourish by living in and contributing to equitable, sustainable, and just communities.

We have an exciting collection of panels, case studies, and workshops that explore many dimensions of our work, and particularly ask us to reflect upon the promise and difficulties of cross-national collaborations. We will hear about the excellent work that Alliance institutions are doing, and we will hear about challenges and appeals for guidance in the development of civic engagement programs in environments where resources don't match interest. We also have built in time for synthesis and reflection on what we have heard, as well as time for open discussion. In the spirit of truly effective civic engagement, we encourage you to share expertise and build relationships.

Simon Gray

Program Officer, Global Liberal Arts Alliance
Great Lakes Colleges Association

Alison Geist

Director, The Mary Jane Underwood
Stryker Center for Civic Engagement
Director, Community & Global Health
Kalamazoo College

Sunday October 23

Noon - 5:15 pm	Check in at Comfort Inn; visiting students will check in at College's Dewing Hall.	
4:00 - 5:30 pm	Registration and Refreshments Arcus Center for Social Justice Leadership (ACSJL)	
5:30 - 6:30 pm	Welcome, Introductions and Light Dinner	ACSJL
7:00 - 8:30 pm	Welcome: Jorge Gonzalez, President, Kalamazoo College Keynote: Margee Ensign, President, American University of Nigeria The Olmsted Room, Mandelle Hall	

Monday October 24

7:00 - 8:15 am	Breakfast at hotel or, for students, campus cafeteria All morning meetings are at ACSJL	
8:30 am	Welcome and Framing: "The Fierce Urgency of Now"	
8:45 - 10 am	Panel	
10:15 am	Panel	
11:30 am	Discussion and Synthesis	
12:00 pm	Lunch GLAA/ GLCA campus program materials on display in Atrium	Banquet Rooms, Hicks Center
1:15 - 2:30 pm	Workshop	ACSJL
2:45 pm	Three Case Studies (concurrent sessions)	ACSJL/Olmsted Room
4:00 pm	Workshops	ACSJL/Olmsted Room
5:15 pm	Discussion and Synthesis	ACSJL/Olmsted Room
5:30 pm	Adjourn for the day	
6:30 pm	Reception	Food Dance restaurant
7:30 pm	Dinner Guests may walk to and from the restaurant in downtown Kalamazoo, or take a Kalamazoo College shuttle van	Food Dance restaurant

Tuesday October 25

8:45 - 9:15 am	Framing: International Service-Learning	ACSJL
9:20 - 10:20 am	Three Panels (concurrent sessions) ACSJL/Olmsted Room/Dewing 103	
10:45 am	Discussion and Synthesis	ACSJL
11:00 am	Panel: Students as Colleagues	ACSJL
12:30 pm	Lunch and Community Partner Roundtables Banquet Rooms, Hicks Center GLAA/ GLCA campus program materials on display in Atrium	
2:00 - 3:00 pm	Four Case Studies (concurrent sessions) ACSJL/Olmsted Room/Dewing 103	
3:15 - 4:30 pm	Workshops (concurrent sessions)	ACSJL/Olmsted Room
4:45 - 5:30 pm	Directions Forward/Teams develop and report action plans	ACSJL
5:30 - 6:30 pm	Reception	ACSJL
6:45 pm	Dinner on one's own	

S u n d a y O c t o b e r 2 3

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- 4 - 5:30 pm **Registration and Refreshments**
Arcus Center for Social Justice Leadership (ACSJL)
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- 5:30 - 6:30 pm **Welcome:** Simon Gray, Great Lakes Colleges Association **ACSJL**
 Alison Geist, Center for Civic Engagement, Kalamazoo College
 Light Dinner
 Affinity Group Conversations: Faculty, students, community partners, staff
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- 7:00 pm **Welcome:** Jorge Gonzalez, President, Kalamazoo College
Keynote: Margee Ensign, President, American University of Nigeria
“Seeking Refuge from Boko Haram: How a University Responded to a Humanitarian Crisis in Northeast Nigeria”
The Olmsted Room, Mandelle Hall
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- 8:30 pm Adjourn

M o n d a y O c t o b e r 2 4

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- 8:30 am **Welcome:** Mickey McDonald, Provost, Kalamazoo College **ACSJL**
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- 8:35 am Institute Framing: Dawn Michele Whitehead, AAC&U – Liberal Learning and
 Global Citizenship: The Fierce Urgency of Now
-
- 8:45 am **PANEL** **ACSJL**

What It Means to be Africa’s Development University: AUN’s Community Development Projects

Mohammadou Dabo, Staff; Jacob Udo-Udo Jacob, Faculty (American University of Nigeria); Hajia Turai Abdulkadir (Atiku Center)

Faced with the aftermath of the Boko Haram insurgency and several development challenges, American University in Nigeria (AUN) has worked with local and international partners to embark on some of the most effective community development projects undertaken by any humanitarian organization in Nigeria’s northeast region. AUN’s civic engagement operations in the region are carefully planned and delivered not just as a form of humanitarian intervention, but also as research and teaching activities through which students and faculty work with local people to find both short and long term solutions to crises and underdevelopment. Using still images, short videos, samples of apps and Interactive Radio Instruction programs, and testimonies from beneficiaries, the case studies illustrate how the civic engagement activities of a development university can help transform a society, while at the same time enhancing teaching and research.

Civic Engagement in Lebanon: Operating in Mired Grounds

Hala Fleihan, Staff; Ali Basma, Faculty; Ali Nehme, Student (American University of Beirut); Lamia Masri (Kayany Foundation)

The Center for Civic Engagement and Community Service (CCECS) at the American University of Beirut (AUB) serves as a hub to link theory and practice to respond to the most pressing challenges facing underserved communities in Lebanon through dynamic interaction between academia, socially responsible donors, international humanitarian organizations, and local stakeholders. An example of the Center’s high-impact and innovative approaches to civic engagement is the Syria Relief Project. In this context, the Center has championed interventions engaging refugees and their Lebanese host communities to address education, shelter, sanitation, psychosocial well-being, and food security. Through the project titled “Ghata: Bringing Education to Informal Tented Settlements” in partnership with the Lebanese Ministry of Social Affairs, Reach Out to Asia, Kayany

(a local NGO), CCECS and the concerned AUB faculties have successfully assembled Ghata schools, catering to over 2,000 Syrian refugee children.

Moderated Discussion: Dawn Michele Whitehead, AAC&U

10:00 am Break

10:15 am **PANEL** **ACSJL**

Cultivating a Civic Engagement Ecosystem in an African Liberal Arts University

Rebecca Awuah, Faculty; Jude Acquah, Staff (Ashesi University)

University-community engagement has evolved over Ashesi University's 13-year history from a simple community service requirement for graduation to a rich ecosystem of student-initiated service projects; varied student, faculty, and community collaborations; institutional Corporate Social Responsibility efforts, and the incorporation of service-learning into core liberal arts courses in leadership. The presentation will share how civic engagement is now situated within Ashesi's liberal arts core curriculum and the role that a recent \$94,000 grant from the Ford Foundation to support students' community engagement efforts has had on the variety, sustainability, and impact of civic engagement at Ashesi University.

A Case Study of Community Impact through Lingnan University's Service-Learning Projects

Carol Ma Hok Ka & Chad Chan Wing Fung, Faculty (Lingnan University), Daniel Ho Kwan Ma (Yan Oi Tong)

Many Hong Kong higher education institutions have adopted service-learning (S-L) pedagogy. Its combination of academic learning and community service through structured reflection and practical experience aligns with an emphasis on knowledge transfer among higher education institutions in Hong Kong. Particularly within the Asia-Pacific region, most S-L research focuses on its impact on teachers' and students' academic, social, and emotional development, with little research on the effects of S-L on communities. Investigating these impacts is now a priority. This presentation reports a case study from Yan Oi Tong, a not-for-profit organization, to evaluate the impact of various S-L activities on the community from different stakeholders' perspectives, as well as to investigate the factors that contribute to effectiveness in S-L programs at Lingnan University.

Moderated Discussion: Ali H. Awni, Gerhart Center American University of Cairo

11:30 am **Discussion and Synthesis:** A facilitated conversation **ACSJL**

12:00 pm Lunch **Banquet Room, Hicks Center**

1:15 pm **WORKSHOP** **ACSJL**

It Can Be Done: Civic Engagement and Career Integration. Translating Student Passions into Professional Achievement

Mandy Brookins Blinn & Matt Cummings (Staff); Jazmin Lesane, Student (DePauw University)

Panelists will highlight cross-university civic engagement programs that utilize data and national resources (NACE, AAC&U VALUE Rubrics) to inform their development. Students who participate in these programs receive tools to translate their civic engagement experiences into professional opportunities through integrated models that reinforce the need to reflect on individual skill development and personal growth. Panelists will highlight areas of success and opportunities for improvement

at DePauw. Participants will have an opportunity to reflect on their own institutions and develop their own integrated model, while considering institutional mission, campus culture, constituents, challenges and opportunities. Participants will be encouraged to examine how they can collaborate with existing partnerships and develop new ones at their home campuses or communities.

2:30 pm Break

2:45 pm **THREE CASE STUDIES** (concurrent sessions) **ACSJL/Olmsted Room**
The Incorporation of Civic Engagement and Service-Based Learning in the Psychology Programs of Deree, The American College of Greece
 Tinia Apergi & Chrysanthi Nega, Faculty; Eirini Melegkovits & Konstantina Pappa, Students (The American College of Greece)

The Psychology Department of Deree, the American College of Greece (ACG) has been gradually incorporating civic engagement initiatives and service-learning across its curricula in congruence with the mission of our college, the goals of liberal education, and the learning outcomes of programs. The current financial crisis has deprived Greek society and its social institutions with significant resources, and ACG and the Psychology Department are determined to contribute to maintaining the network of community services. The department has sought partnerships with local, private, and governmental agencies to engage students in activities that foster open mindedness, problem-solving skills, ethical conduct, and responsibility to local and global communities. Presenters will describe and critically discuss the type of partnerships (e.g. ELIZA-Society for the Prevention of Cruelty to Children; NGOs) and the range of projects and activities they undertake (e.g. adaptation and implementation of a sexual abuse prevention program in private and public schools).

Supporting Single Mothers in “Slum” Communities with Learning-through-Play Early Childhood Development

Rose Dodd, Faculty; Samuel Agyeman-Prempeh, Student (Ashesi University); Nana Ama Boa-Amponsem (Kaya ChildCare)

Thousands of female migrants move yearly from the north to the south of Ghana to work as head porters (known as *kayayoo*), carrying heavy loads for travelers and shoppers to earn an income. These young girls have babies in migration, who daily get caught in the harsh conditions of the open markets where their mothers work. The Kaya ChildCare project provides an early childhood development center that brings infants out of the markets and offers cognitive development, nutrition, and health care. Kaya ChildCare is in the early stages of testing major assumptions including the ability to adapt the learning-through-play model to a “slum” community using learning tools made from recycled material. The case study shares our challenges and lessons in trying to build trust and a relationship with the *kayayoo* community, while also involving students in the early stage of a project that works with vulnerable people.

Local-Local Partnerships between Albion Michigan, USA, and Noisy-le-Roi and Bailly, France

Dianne Guenin-Lelle, Faculty (Albion College); Mary Slater & Mae Ola Dunklin (Albion Sister City Committee); Sheryl Mitchell (City of Albion)

When Albion College began looking to the City of Albion as a resource for developing international partnerships, exciting things began to happen through its French Sister City relationship. This relationship, which received the 2014 Senator Paul Simon Spotlight Award for Campus Internationalization, stands as a signature example of what we see as a Local – Local Partnership built on a triangular relationship among: 1) the City of Albion; 2) Noisy-le-Roi and Bailly, France; and 3) Albion College. The

presentation will address the quality and diversity of the programming, the dimensions of these partnerships, and the ways in which this model has been adapted to other areas at the College. The presentation will conclude with a description of the ways in which the collaboration between Albion College and the community of Albion have benefited both parties and how this tripartite model offers innumerable possibilities for wide-ranging initiatives forming a transnational community.

3:45 pm Break

4:00 pm **WORKSHOPS** (concurrent sessions) **ACSJL**

Making the Leap from Service-Learning to Advocacy

Welling Hall, Faculty; Jana Schroeder, Staff (Earlham College); Jim Cason (Friends Committee on National Legislation)

In this workshop, the presenters and national program partner will address the place of civic engagement/service-learning in liberal education, how faculty and departments incorporate civic learning, what motivates faculty to participate in community-based research and learning, and the relationship between civic engagement and career development.

The workshop will provide a template for organizing a class and a field trip around the theme of legislative action from the perspective of a teaching faculty member, an administrator, and a lobbying organization (the oldest and largest peace lobby in the United States). Topics to be discussed include syllabus design, assessment materials, field trip organizing, the connections between this preparation and lobbying on Capitol Hill, and networking with alumni to enhance the relationship between the class and career development.

Creating a Sandwich: Pre-Departure and Returnee Programming

Olmsted Room

Sue Davis & Gina Dow, Faculty; Mary Aurora Grandinetti, Staff (Denison University)

Using the principles of backward course design, presenters will guide participants to create goals and design a course for pre-departure and reentry from off-campus experiences, with special attention to issues of civic engagement and structured reflection. We will share our experiences in creating courses that enable students to maximize their own learning in internships, experiential learning, and study abroad, both before the experience and after. Structured reflection helps students break down the silos among their various learning experiences, enhance their civic skills, and heighten the impact of their experiences by situating them in a broader context. Students are encouraged to consider their experiences through a variety of lenses and multiple points of view. Pre- and post-design is essential to fostering an atmosphere in which learning can take place: pre-departure programming helps students examine prior knowledge and set goals, key components in opening up students to new experiences, while the returnee part of the course allows time to reflect on those goals and learning, and to provide deeper insights and lasting change.

5:15 pm **Discussion and Synthesis:** A facilitated conversation
ACSJL/Olmsted Room

5:30 pm Adjourn for the day

6:30 pm Reception **Food Dance Restaurant** downtown
Walk or take shuttles from Comfort Inn or campus (“Red Square”).
Shuttles operate 6:25 - 7:25 pm.

7:30 pm Dinner **Food Dance Restaurant**
Shuttle returns to hotel and campus 8:45 - 9:30 pm.

T u e s d a y O c t o b e r 2 5

8:45 am **Best Practices for International Civic Engagement** **ACSJL**
 Gonzalo Duarte, Executive Director of Compañeros Inc.

9:15 am Short Break

9:20 am **PANELS International Service-Learning** (concurrent sessions)

In It for the Long Haul: Sustainable International Service-Learning Partnerships **Dewing 103**

Mandy Brookins Blinn, Staff; Doug Harms, Faculty (DePauw University); James Mulholland (Companion Community Development Alternatives (CoCoDA))

For more than 20 years, DePauw University and CoCoDA have partnered to deliver sustainable, mutually-beneficial international service-learning programs for DePauw University students and communities in El Salvador and, most recently, in Nicaragua. This session will address the development and value of long-term partnerships, and how to expand the relationship beyond the scope of the international or civic engagement offices to impact the wider community.

Southern India: The Sustainable Development Practicum **ACSJL**
 Tanya Elder & Charles Talcott, Faculty (The American University of Paris)

Since 2008, the MA program in Global Communication at the American University of Paris has organized a four-week practicum in civic media and communication in Southern India: The Sustainable Development Practicum. It consists of three stages: awareness, engagement and transformation. In the first stage, we raise awareness and introduce students to the multifaceted and interdisciplinary aspects of sustainability. The second stage engages students with local partners and an NGO, during which students share their time and skills by producing media/communication content for the NGO. Finally, the transformative stage of the course relates to the entire process the student goes through as they encounter cultural and social challenges. Time is provided for reflection (blogs), developing research skills (interviewing and participatory observation), and contributing to social justice (the media/communication project). The transformative aspect of the course is an individual process that depends on the personal needs of each student.

The Holocaust Studies Service-Learning Project: Polish-Jewish-German-American Friendship **Olmsted Room**

Jocelyn McWhirter, Faculty; Rachel Barry & Kristen Beyer, Students (Albion College)

This case study introduces a model for meaningful service and invites participants to apply it to their own community-based learning contexts. We will focus on two aspects of our work: 1) how we perform service that is meaningful to the Jewish community of Wroclaw, Poland; and 2) how we perform service that is meaningful to Albion College students. Participants will consider their own community-based learning projects in terms of their value to the community being served, the relationship between the project and the community, the team's role as the community's guests, the students' appreciation for the community's need, their part in addressing that need, and their reflection on their experiences.

10:20 am	Break	
10:45 am	Discussion and Synthesis: A facilitated conversation	ACSJL
11:00 am	PANEL: Students as Colleagues	ACSJL

Initiating Civic Engagement as an Institutional Culture

Areen Shahid & Qudsia Imran, Students (Forman Christian College University (A Chartered University))

At present, civic engagement (CE) efforts are limited to raising awareness on the Forman Christian College University (FCCU) campus. These activities relate to some social/cultural /environmental issues of the country. Only students involved in Student Societies across the campus plan such sessions, and many students involved in community service pursue it on their own initiative. FCCU students are eager to establish a CE program so that service-learning, among other CE activities, becomes an integral part of our disciplines. It is also one of the priorities listed by faculty for FCCU's 2016-17 Academic Plan.

This presentation will focus on ways to incorporate CE at the academic, community, and institutional level of FCCU, and seek suggestions for addressing challenges like campus culture, curriculum integration, student leadership, and financing. The experiences, stories, and strategies shared by Institute participants will be beneficial for the FCCU team.

Students as Educators: Allegheny Community Engagement Student Fellows

Caitlin Brown & Jonah Raether, Students; Eleanor Weisman, Faculty (Allegheny College)

This panel will provide an opportunity for discussion about student initiative and leadership in civic engagement. Students have the potential to work side by side with administrators, faculty, and community partners in facilitating civic engagement and community involvement as part of a campus culture. Student leadership can enhance the experience of the individual student, and link the institution more firmly with the community. Participants will explore their unique institutional barriers and opportunities for empowering student leadership in academic programs. The Allegheny Community Engagement Student Fellows will share their story as one example of the challenges and successes of student initiated leadership.

Engaging Students and Faculty in Civic Engagement Initiatives: Lessons from AUN-USAID Technology Enhanced Learning for All (TELA) Project

Jacob Udo-Udo Jacob, Faculty; Zipporah Daniel & Maryam Abdulkadir, Students (American University of Nigeria)

Set in a location with one of the lowest adult literacy rates in Nigeria, the USAID funded Technology Enhanced Learning for All (TELA) project seeks to build the literacy foundation of 22,000 internally displaced and vulnerable children in a region threatened by the Boko Haram insurgency. This presentation explores how American University of Nigeria implemented the project and integrated it into the university curriculum, providing a site not only for community transformation, but also for service-learning and research. Whereas the TELA project was initially aimed at improving the literacy skills of vulnerable, displaced, and out-of-school children, evaluation from faculty and students indicate that in addition to improving literacy levels, the project also helped to improve local attitudes toward formal and civic education. The presentation aims to provide a space for participants to reflect on the evolving and sometimes challenging roles of liberal arts universities particularly in transition societies. This can range

from providing humanitarian responses to countering violent extremism. It also explores the gains and perils of involving faculty and students in such interventions.

Talking Back

Students are encouraged to comment on programs discussed, issues raised, and problems posed. What do they mean for students as members of their own campuses, as civic and political actors, as scholars, and as emerging professionals? What do students wish that their faculty, staff, peers, institutional structures and community partners would do differently or better? Are there missed opportunities?

12:30 pm

Lunch

Banquet Room, Hicks Center

ROUNDTABLES: Community Partners

Representatives of community organizations are invited to present and facilitate dialogue about higher education partnerships from their perspectives, particularly highlighting purposes, practices, and principles that foster reciprocal benefits and learning across communities, cultures, disciplines, and borders.

2:00 pm

FOUR CASE STUDIES (concurrent sessions)

Community-Engaged Learning Pedagogy and Scholarship in Rural Ohio

ACSJL

Abby Erler & Clara Román-Odio, Faculty; Diane Kenealy, Staff; Daniel García-Archindia & Lucy Bhuyan, Students (Kenyon College); Lisa Rutter (United Way of Knox County Ohio Inc.); Nick Clark (YMCA of Mount Vernon)

This presentation describes and assesses two community-engaged learning (CEL) projects developed at a liberal arts college in rural Ohio. *Latinos in Rural America (LiRA)*, a CEL-enabled, public humanities project resulted in a traveling, bilingual exhibit and a *College-Preparatory Program for Latino Youth*. *Crunch Out Obesity: An Evaluation* focused on a health and fitness program used in schools throughout Knox County, including one-on-one interviews with 267 fourth and fifth graders. Our outcomes strongly suggest that CEL can strengthen undergraduate research and create a context for the exchange of peoples and ideas that maintain the university as a public good. The goals of the presentation are to:

- Enhance our understanding of CEL pedagogy in a rural setting and its relevance to our teaching and creative work;
- Develop skills necessary to introduce community engaged learning opportunities in our courses; and,
- Engage with Alliance faculty colleagues to explore the interconnections in our work.

Living Heritage: Connecting with Communities

Dewing 103

Viraj Shah, Faculty (FLAME University) and Kevin McGruder, Faculty (Antioch College)

History and heritage are often considered to be things of past, to be preserved in archives and monuments, and taught in classrooms with occasional visits to sites. This case study focuses on innovative endeavors that engage faculty and students with communities whose various cultural forms and historical traditions are very much alive.

Viraj Shah of FLAME University will discuss the Discover India Program (DIP) undertaken to expose FLAME University students to the diverse cultural heritage embedded in living communities across the country. By extending the classroom, DIP seeks to address the wide gaps between communities that inhabit contemporary India. Students engage with

communities to grapple with questions of tradition, culture, and value. Kevin McGruder of Antioch College in Yellow Springs, Ohio will discuss collaborations with a local organization that have led to several local African American history initiatives that have strengthened relationships between the community and campus, and provided Antioch students with opportunities to learn about the organizations in their community and cultivate relationships with local leaders.

**Opportunities and Obstacles to Off-Campus
Community Engagement**

ACSJL

William A. Clark, Faculty (American University in Bulgaria); Tania Boster (Faculty/Administrator); Cheryl Cottine, David Kamitsuka, & Marcelo Vines, Faculty (Oberlin College)

This interactive case study explores challenges that can occur in campus-community partnerships:

- Institutional protocols in place to facilitate ethical academic research may, in community-based research contexts, have the unintended effect of straining relationships with community partners (e.g., Institutional Review Boards);
- It is critical to mentor students who do community-engaged work to seek connections between what they learn in class and their experiences working at their sites, and to approach these partnerships in a manner that is sensitive to community partner values; and,
- Perceptions of public scholarship across the humanities, social sciences, and natural sciences may influence departmental or institutional support for faculty doing community-based research and teaching.

The discussion aims to bring together Institute participants from a range of academic disciplines, and community partners working in a variety of issue areas, to identify common obstacles and appropriate tools for sustaining mutually beneficial community-engaged work.

**Kalamazoo College and ACODE, Uganda: Developing and Sustaining
Partnerships through Research Methods Courses** **Olmsted Room**

Kiran Cunningham, Faculty (Kalamazoo College); Arthur Bainomugisha & Lillian Muyomba Tamale (Advocates Coalition for Development and Environment (ACODE)); Gertrude Rose Gamwera (Uganda Local Government Association)

One of the assets a college or university has to offer a partner outside the academy is capacity for research and data analysis. This case study will explore how an institutional partnership between Kalamazoo College and Advocates Coalition for Development and Environment, a public policy research and advocacy think tank in Uganda, is being built through a qualitative research methods course. Participants will consider how partnerships with research organizations and think tanks can be opportunities for international institutional partnerships grounded in civic engagement; how research methods courses can be vehicles for mutually beneficial partnerships; and how to address challenges associated with linking courses to real-time, cross-institutional, collaborative research projects.

3:00 pm	Break	
3:15 pm	WORKSHOPS (concurrent sessions) Short-term International Community Engagement: The Challenges and Opportunities ACSJL Jonah Raether, Student; David Roncolato, Faculty (Allegheny College); Joshua Clark, Student, Douglas E. Harms, Faculty (DePauw University) While there are significant fiscal, logistical and safety issues with short-term international experiences, this interactive workshop will focus on the specific challenges around impact, deep learning, and partnership development. Presenters will offer six specific scenarios based on their experiences with international service or community engagement programs. Participants will divide into discussion groups around each of the scenarios and be expected to share out the group's insights and suggestions in handling the challenge. The workshop will conclude with a collation of six to ten best practices.	
	Civic Engagement through Collaborative Deliberative Inquiry Olmsted Room Sara Drury, Faculty; Jaleel Granberry & Michael Krutz, Students (Wabash College) In this workshop, students from Wabash Democracy and Public Discourse, an interdisciplinary initiative focusing on stimulating productive conversations on and off campus to engage and address "wicked problems," will share the theories and practices of the cycle of deliberative inquiry. Workshop participants will think through naming and framing wicked problems, consider how to create meaningful community partnerships, and then learn about deliberation as a way of engaging and addressing public issues. Sample issue guides will be shared on topics including mental health on campus, quality of place, and civic health. This workshop will be highly interactive.	
4:30 pm	Break	
4:45 - 5:30 pm	Directions Forward ACSJL A conversation about what was learned during the Institute, how to apply those lessons to improve our civic engagement programs, and specific opportunities for collaboration and exchanges across Alliance campuses.	
5:30 - 6:30 pm	Farewell Reception	ACSJL
6:30 pm	Dinner on one's own	

Keynote

DR. MARGEE ENSIGN has been president for six years of the American University of Nigeria (AUN), located in Yola, Adamawa, one of the three northeastern Nigerian states still under a state of emergency. She leads the Adamawa Peace Initiative (API) that has successfully promoted peace in the area through education, empowerment, and community development. API undertakes humanitarian relief work in the region and provides food aid to more than 100,000 internally displaced people sheltering with family members in Yola. Under her leadership, AUN has established a graduate school with both masters and three PhD programs, and a School of Law, which opened in August 2016—the first in Nigeria to focus on gender, humanitarian and environmental law.

Dr. Ensign has been internationally recognized for her pioneering work at AUN. Her awards include the African Business Roundtable Distinguished Leadership Award for Educational Excellence and the African Leading University of the Year Award from African Leadership Magazine. Rotary International made her a Paul Harris Fellow Award in 2012, the same year she received the Adamawa State, Peace Ambassador Award. Dr. Ensign received the African Leadership Award from the World Centre for Corporate Social Responsibility; in 2015, the Women of Jama'atul Nasril Islam in Nigeria recognized her for her contributions to Leadership, Philanthropy and Education of Women and Girls in Northeast Nigeria, and the American University of Paris awarded her an honorary degree for her humanitarian work in Nigeria. She has published widely on economic and societal development.

Moderators and Facilitators

DR. DAWN MICHELE WHITEHEAD is the Senior Director for Global Learning and Curricular Change at the Association of American Colleges and Universities in Washington, DC. She earned her Ph.D. in Education Policy Studies with a doctoral minor in International and Comparative Education and a concentration in African Studies and her master's degree in International and Comparative Education at Indiana University Bloomington. At AAC&U, Dr. Whitehead's work focuses on advancing practices, strategies, and projects for integrative global learning across the undergraduate curriculum. At the heart of her work is the concept of inclusive excellence to ensure all students have access to high-quality global learning experiences. She has written articles and presented nationally and internationally on global learning and global service-learning, and facilitated grant-funded projects to advance student success through curricular change. Prior to her work at AAC&U, Dr. Whitehead served as the Director of Curriculum Internationalization at Indiana University-Purdue University Indianapolis where she also served as a faculty director and/or an instructor for global service-learning programs in East Africa, Southern Africa, West Africa, Latin America and Southeast Asia; taught Global and International Studies courses in the U.S. and abroad; and facilitated the development of international partnerships, internationalized curriculum, and global service-learning.

MR. GONZALO DUARTE has 25 years' experience as an educator, social entrepreneur, and community leadership coordinator with stakeholders in Canada, the United States, and Nicaragua. As founder and Executive Director of Compañeros Inc | Global x Change, Mr. Duarte has facilitated diverse global citizenship, equity and inclusion experiences for 2,700 students and adults in 100 cross-cultural programs; and organized 200 education, health, housing, and water projects with 14 public and private partnerships that have benefitted 15,000 people in eight countries. Born in Toronto, Mr. Duarte holds degrees from McMaster (Political Science), Waterloo (Peace & Conflict Studies), and Queen's (Education) universities. His research for his Master's in Philanthropy & Nonprofit Leadership at Carleton University in Canada outlined best practices for sending, intermediary, and host community organizations involved in North-South experiences. He has published numerous articles and designed multi-media infographics. He is a member of the Ontario Council for International Cooperation, Ontario College of Teachers, and Centre for Social Innovation.

DR. ALI H. AWNI is Professor of Practice at the Business School, and Director of the John D. Gerhart Center for Philanthropy, Civic Engagement and Responsible Business, at the American University in Cairo (AUC). The Gerhart Center aims to advance social responsibility and active citizenship through a rich network of local communities, policy-makers, start-ups, foundations, enterprises, and NGOs which allows youth to feel part of a larger social fabric and leads them to implement positive change upon entering the job market. It is a non-for-profit center that promotes social change in the Arab Region through building a culture of effective giving, civic responsibility and promoting social responsibility of businesses. The Center disseminates research and policy papers, and strives to build capacity for leadership and civic engagement among Arab youth. The School of Business aims to instill in its students the critical values of Entrepreneurship, Innovation, and Leadership. Full time faculty since September 2009, Dr. Awni teaches operations management courses at the undergraduate and MBA level. He has extensive experience as a researcher, consultant, and teacher in the US and around the world. He holds a BS in Computer Science & Statistics from Kuwait University, MS in Systems Science from the University of Ottawa, and a Ph.D. in Operations Research from North Carolina State University.

CO-CHAIRS:

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*Program Officer, Global Liberal Arts Alliance
Great Lakes Colleges Association*

Alison Geist

*Director, the Mary Jane Underwood Stryker
Center for Civic Engagement
Director, Community & Global Health
Kalamazoo College*

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Provost, American University of Paris

Jacob Udo-Udo Jacob

*Acting Associate Dean
Assistant Professor of Journalism
American University of Nigeria*

LOGISTICS AND COORDINATION

This Institute would not be possible without the dedication, skill and patience of Ms. Paulette Rieger, Office and Conference Coordinator for the Center for Civic Engagement at Kalamazoo College, and Charla White, GLCA Associate Program Officer for Events and Administrative Groups. We are grateful for their expertise.

FINANCIAL SUPPORT

Financial support for the Institute has been provided by the Mary Jane Underwood Stryker Center for Civic Engagement, which has also provided funding for travel, meals and lodging for all international students and community partners; and by the Great Lakes Colleges Association, which provided travel support for faculty and staff from Global Alliance institutions.

EMERGENCIES AND ASSISTANCE: In an Emergency, call 911. To reach Kalamazoo College Security, call (269)337.7321. **To reach Conference Coordinator Paulette Rieger regarding an urgent matter, please call (269)569.0077.**

TRANSPORTATION: Kalamazoo College vans will shuttle guests to and from the Kalamazoo airport (or train station) on Saturday and Sunday, and again on Tuesday evening and Wednesday morning. Be sure conference coordinators have your flight times to arrange shuttles. Monday evening, shuttles are available from campus or the Comfort Inn to and from Food Dance restaurant at times noted in full schedule.

LODGING: Faculty, staff, and community partners are staying at the Comfort Inn, just a few steps east of campus, 739 West Michigan Avenue, telephone (269)384-7394. Students will stay with K College student hosts.

CONFERENCE MEALS: Breakfasts are included at the Comfort Inn, or for students, in the College cafeteria. Participants will have lunch together on campus Monday and Tuesday. A light supper is provided Sunday evening, and a reception and dinner downtown on Monday evening at Food Dance restaurant. Snacks and beverages are available in the ACSJL every day. On Tuesday evening, guests will have dinner on their own. On Wednesday, those who remain in Kalamazoo may have breakfast at the hotel or cafeteria; the Olmsted Room will be open to conference guests from 9 am until noon and snacks will be available.

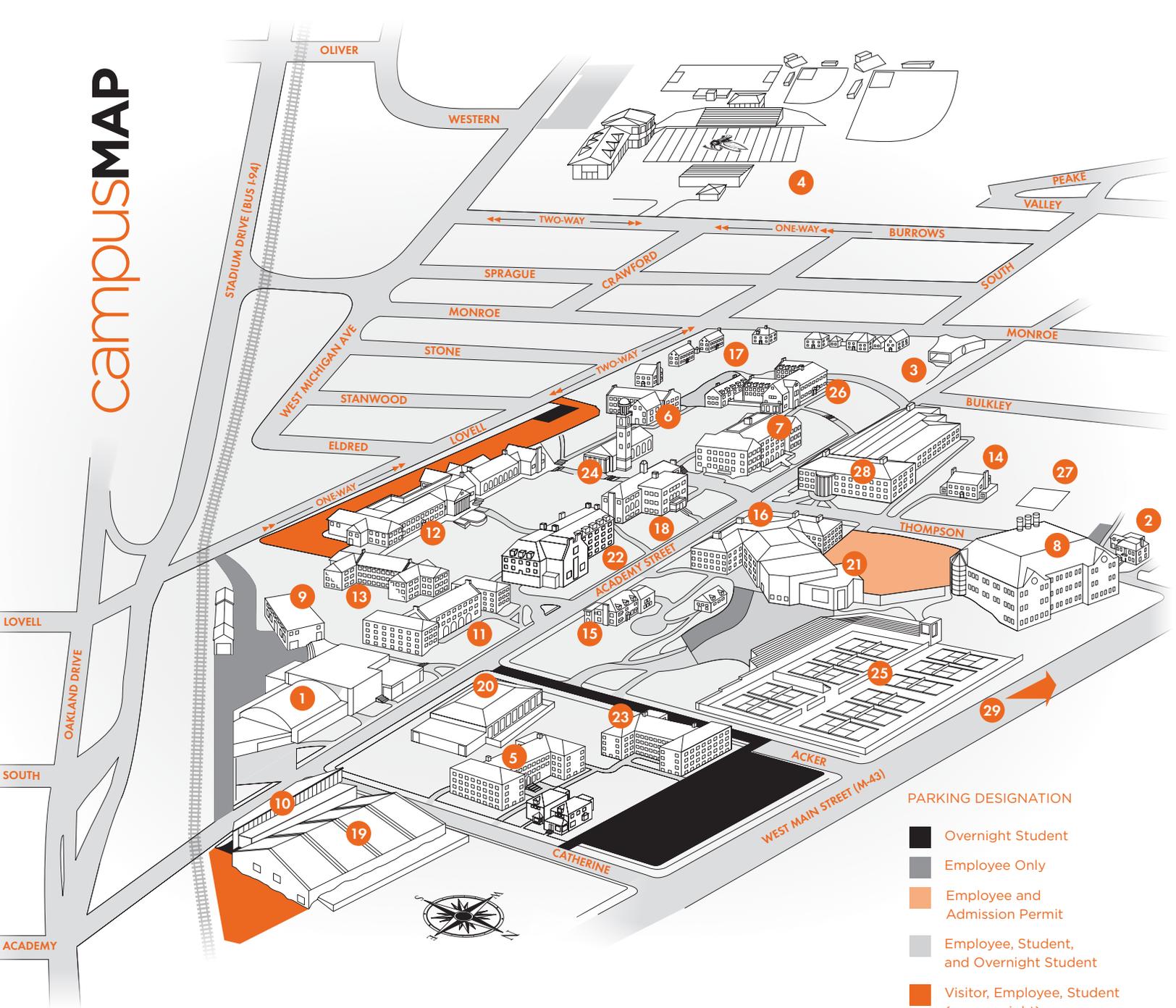
CONFERENCE MEETING ROOMS: Most Institute sessions will take place in the Arcus Center for Social Justice Leadership (ACSJL), 205 Monroe Street (at the top of Academy Street). Some sessions will be in the Olmsted Room of Mandelle Hall and Dewing 103. We will take our lunches in Hicks Center. Please refer to the campus map in your folder. The reception and dinner on Monday evening are at Food Dance restaurant, 401 E. Michigan Avenue, downtown Kalamazoo (refer to city map in your folder).

INTERNET ACCESS: Information Services has provided internet access to conference guests on campus.

- Connect to the KCollegeOpen wireless network. Then open a web browser (Safari, etc.) and you should be redirected to the Kalamazoo College Registration page. (If not, go to <<https://network.kzoo.edu/registration>>)
- Then choose the second option 'Guests with a temporary account' and enter the following:
Username: CELA2016
Password: CELA2016
- It will then ask you for an email address (by default) and show a successful registration page, with a countdown timer and progress bar. After the timer and progress bar have finished, a message will pop up telling you to close and re-open your browser. From that point, you should be connected to the network. If problems arise, notify a K College student assistant.

PROGRAM INFORMATION EXCHANGE: Please enjoy the materials that representatives from Global Alliance institutions and programs have brought to share. They are on display in the Olmsted Room on the evening of Sunday, October 23, for the keynote address, and then in the Atrium of Hicks Center on Monday and Tuesday, October 24 and 25.

campusMAP



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|--|--|---|---|
| 1 Anderson Athletic Center | 8 Dow Science Center | 14 Hodge House
(President's residence) | 22 Olds-Upton Science Hall |
| 2 Admission/Welcome Center | 9 Facilities Management | 15 Humphrey House | 23 Severn Residence Hall |
| 3 Arcus Center for Social Justice Leadership | 10 Fitness and Wellness Center | 16 Light Fine Arts Building
• Dalton Theatre
• Dungeon Theatre
• Recital Hall | 24 Stetson Chapel |
| 4 Athletic Field Complex
• Angell Football Field/Fieldhouse
• MacKenzie Soccer Field
• Softball Field
• Woodworth Baseball Field | 11 Harmon Residence Hall | 17 Living/Learning Houses | 25 Stowe Tennis Stadium |
| 5 Crissey Residence Hall | 12 Hicks Center
• Bookstore
• First Year Experience
• Health Services
• Mail Center
• Security Office
• Student Development
• Student Union Desk | 18 Mandelle Hall
• Admission & Financial Aid
• Advancement Office
• Business Office
• Olmsted Room
• President/Provost Office | 26 Trowbridge Residence Hall |
| 6 DeWaters Residence Hall | 13 Hoben Residence Hall | 19 Markin Racquet Center | 27 Tyler Little Tedrow Garden |
| 7 Dewing Hall
• Center for Career and Professional Development
• Center for Civic Engagement
• Center for International Programs
• Records Office/Registrar | Welles Hall
• Stone Room
• Student Dining Hall | 20 Natatorium | 28 Upjohn Library Commons
• Audio/Visual/Production Studios
• Center for New Media
• Information Services
• Book Club Café (Coffee Shop)
• Writing Center |
| | | 21 Nelda K. Balch Playhouse | 29 Lillian Anderson Arboretum is approximately two miles west of the intersection of M-43 and Highway 131. The hidden driveway is on the south (left) side of the road. |



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