



Building our capacity for relational
program planning in GSL: Lessons from
an institution -community partner action
research project

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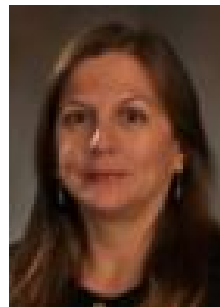
Welcome and Introductions



Sara Alamdari



Jeff Steele



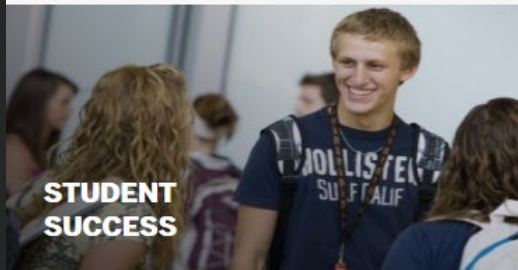
Odette Aguirre



Our Context

IUPUI

OUR COMMITMENT
TO INDIANA AND BEYOND



STUDENT
SUCCESS



HEALTH &
LIFE SCIENCES



INDIANA
& BEYOND

- Deepen our commitment to community engagement
- Strengthening internationalization efforts
- Translating research into solutions that improve peoples lives

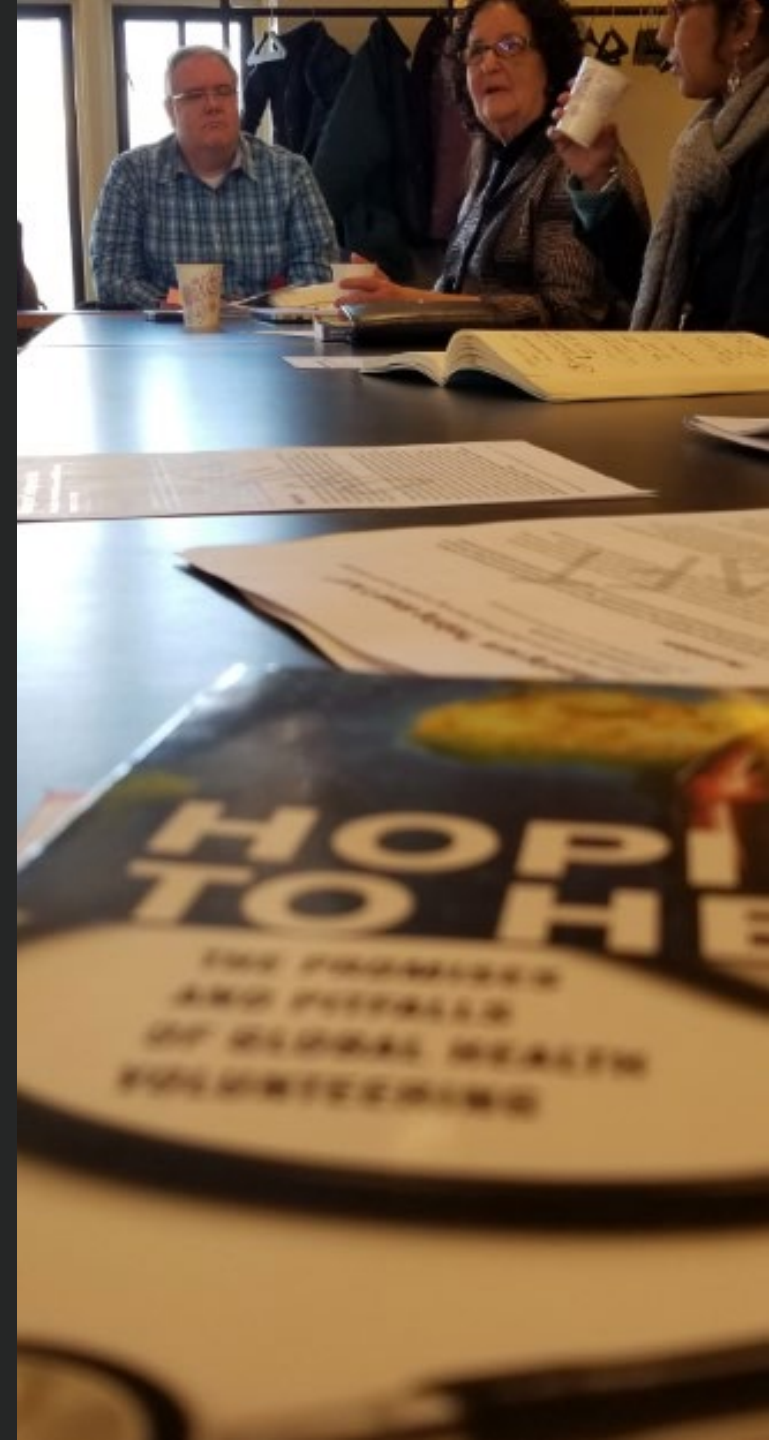


IUPUI

IUPUI Working Group on Ethical Community Engagement in Global Learning

Our work:

Raising awareness, fostering discussion and contributing to our shared capacity to enact programs rooted in principles of ethical community engagement





Our Principles:

1. Shared Authority between Community and University Collaborators
2. Respect for Diverse Sources of Knowledge, including Expertise of Local Professionals
3. Respect for Governance and Ethical Standards (at home and abroad)
4. Adequate Preparation and Attending to Power Differences
5. Emphasis on Sustainability and Continuity
6. Ongoing Assessment and Evaluation

[Adapted from Lasker 2016; Lasker et al. 2018]



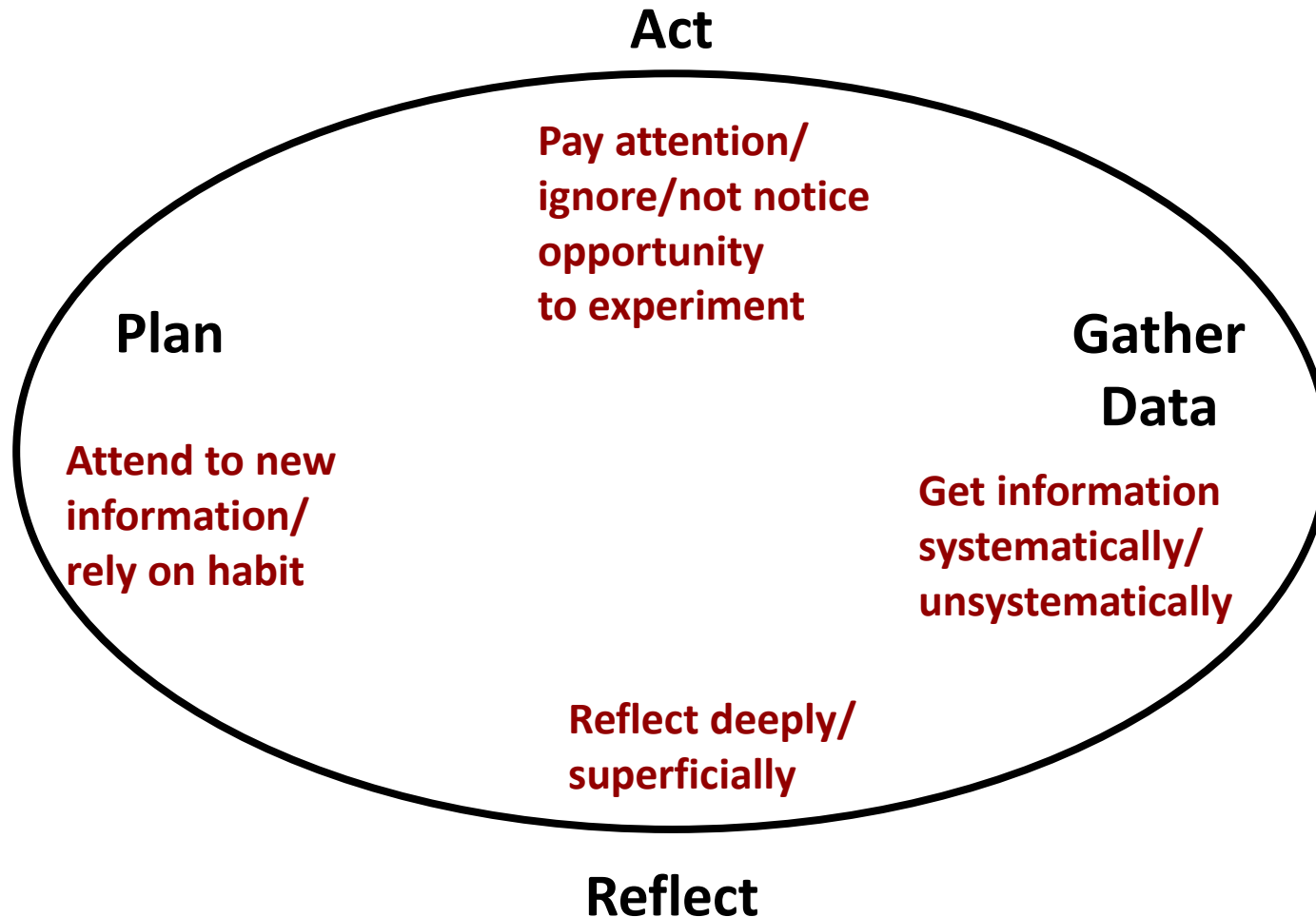
Given competing priorities....

How do we make it happen?

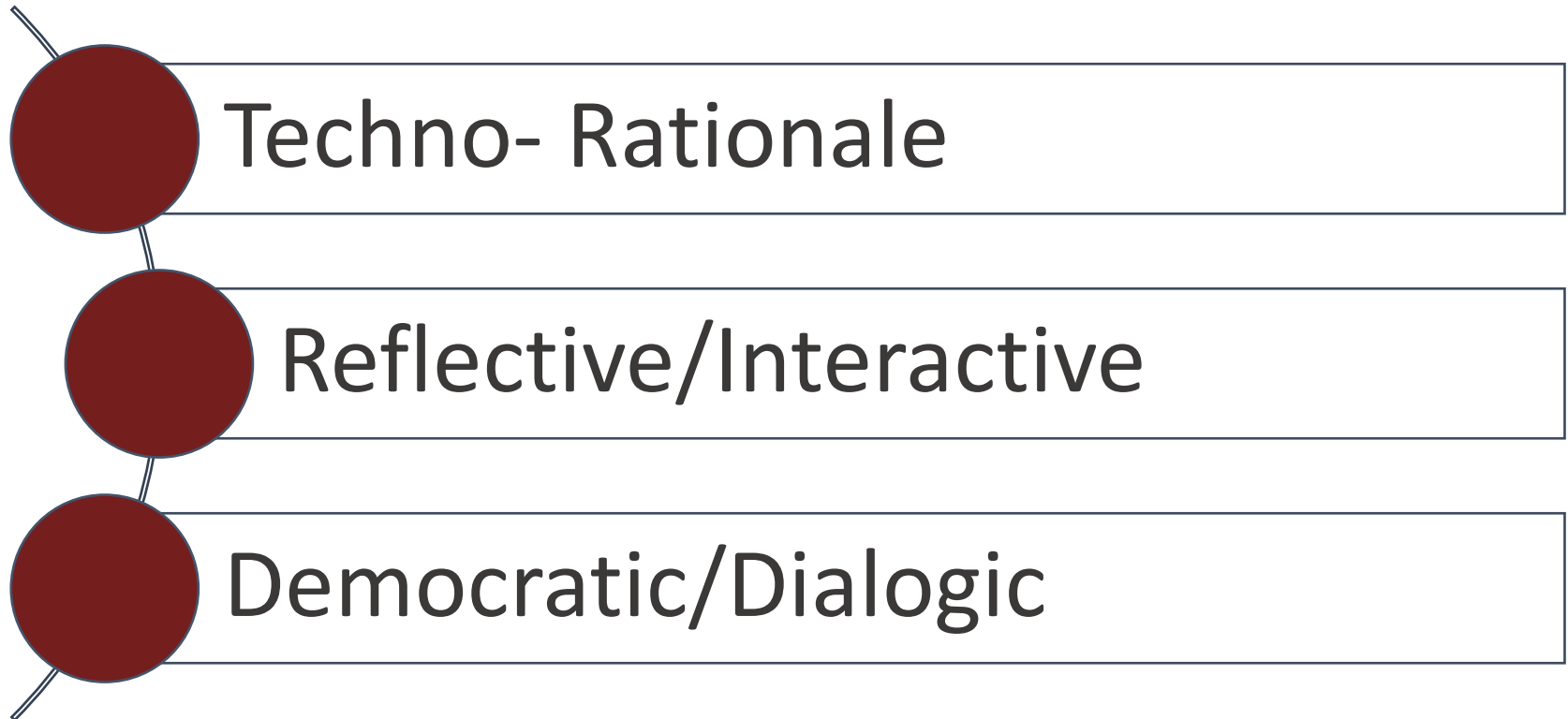
How do we change our practice?



Possibilities during an Episode of Change

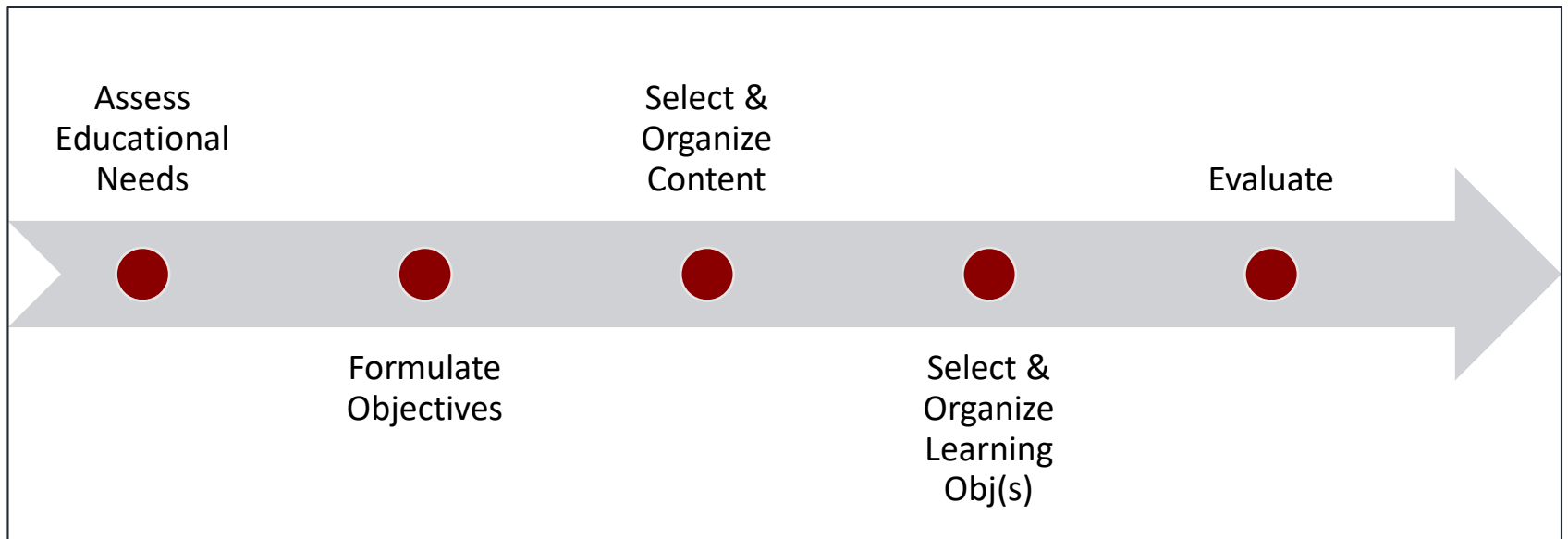


Traditions of Program Planning

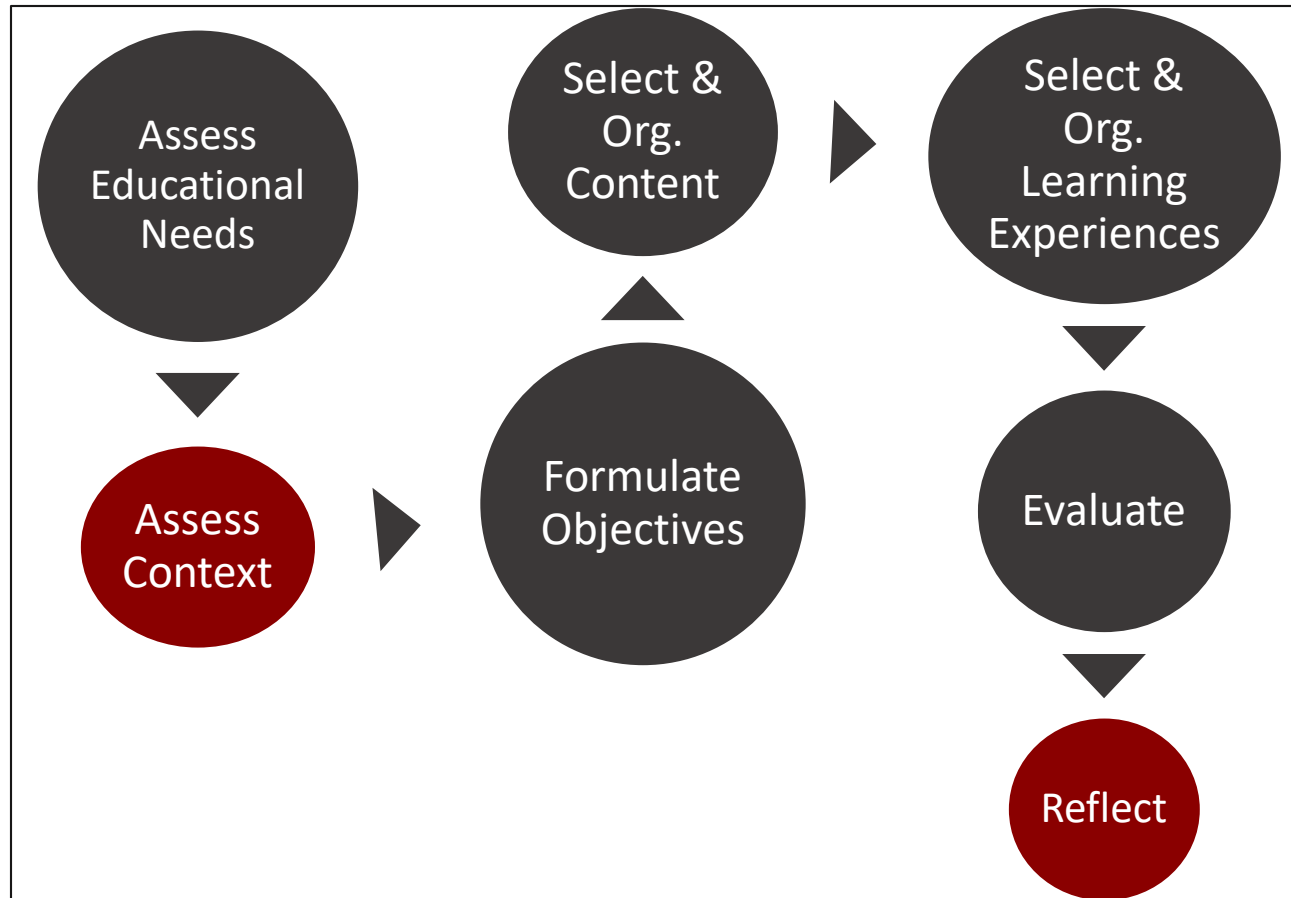




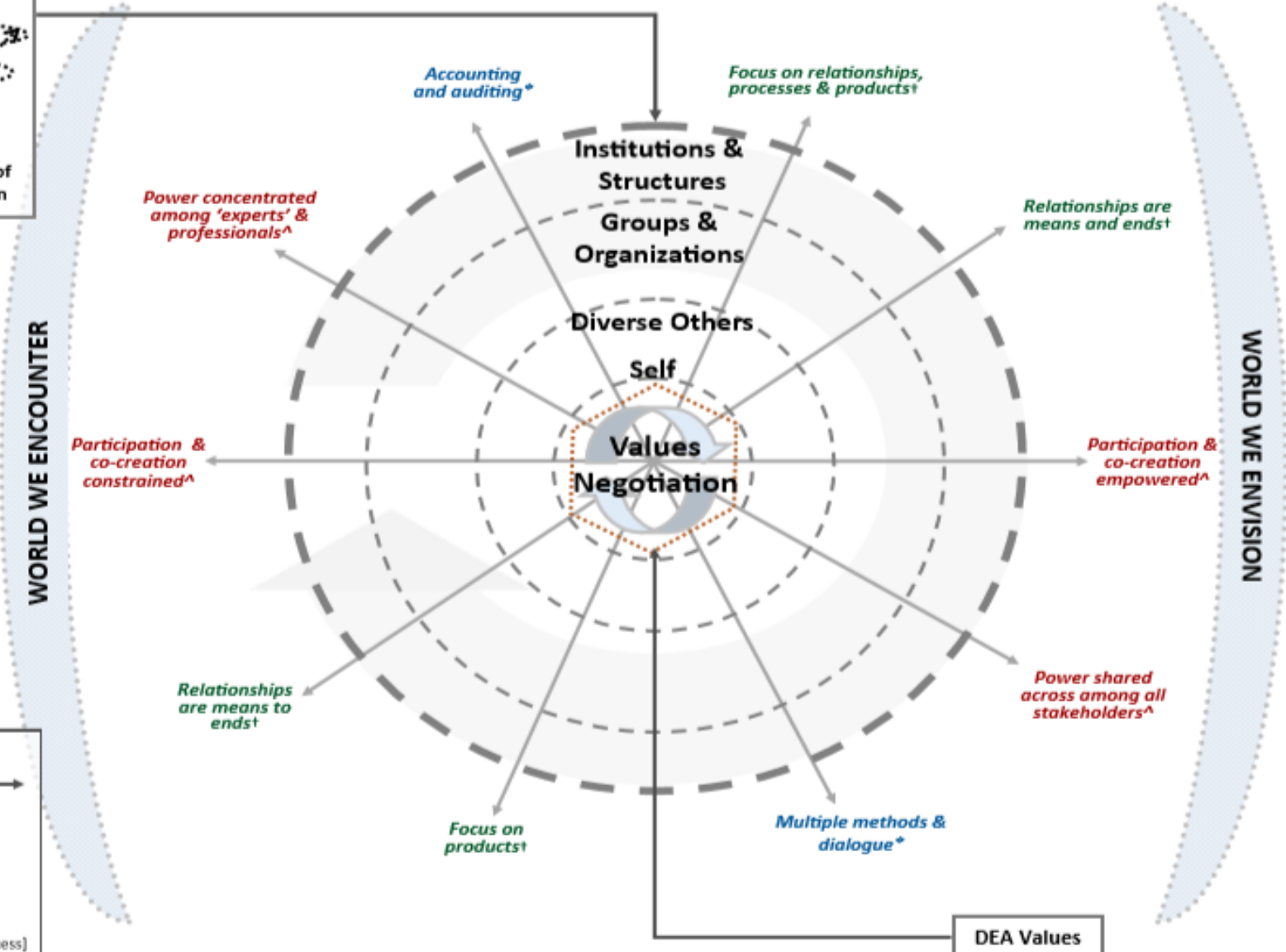
Techno Rationale



Reflective/Interactive



Tensions we encounter...



LEGEND

Axes of Tension = ↔

Text Labels

- **Red^** = Tension 1 [Expertise & Power]
- **Blue*** = Tension 2 [Sources of Accountability]
- **Green†** = Tension 3 [Relationships & Process]

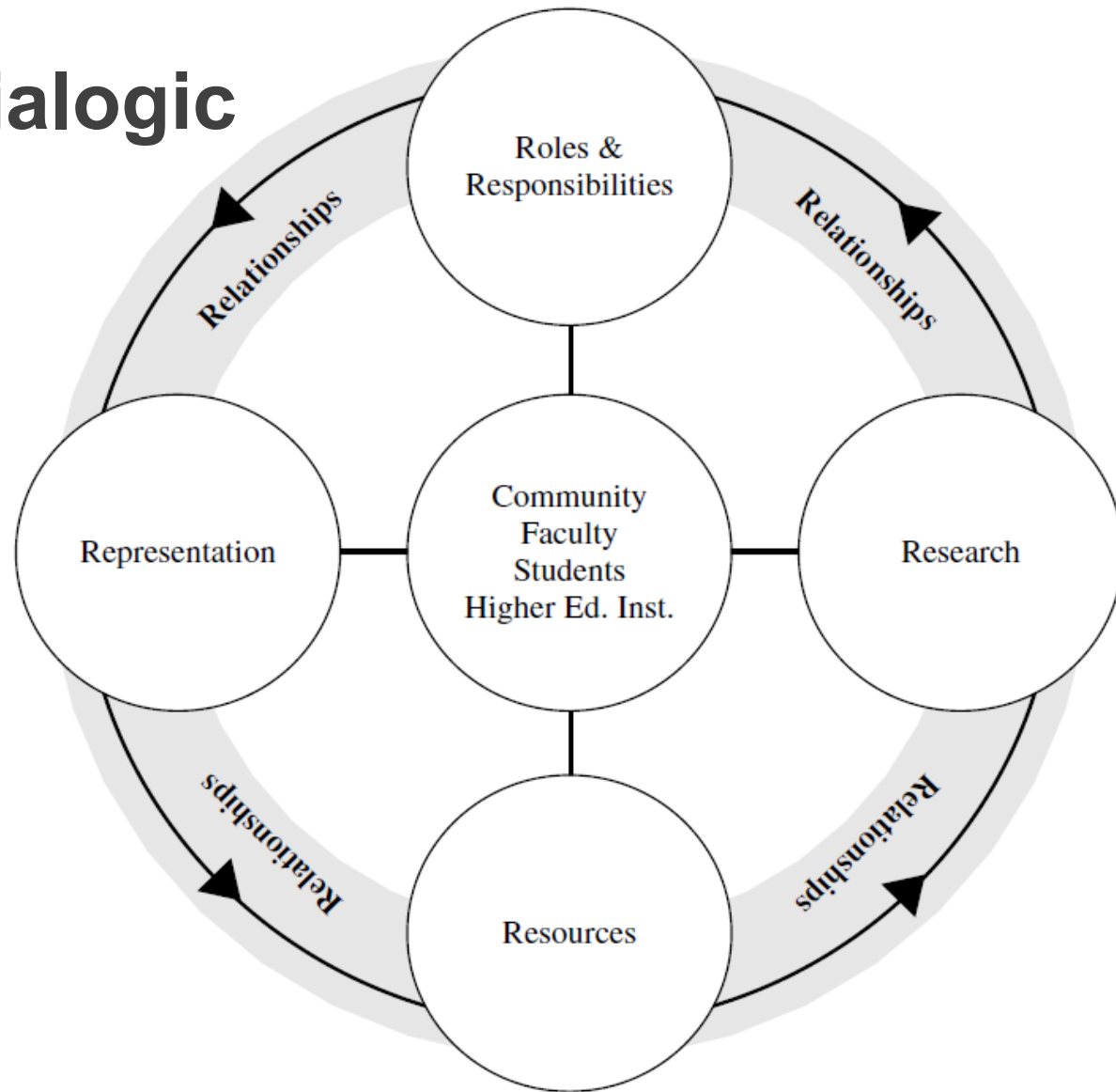


Democratic/Dialogic

Example:

Service Learning Program Planning Model [SLPPM]

[Sandmann et al. 2009]



Discussion

In thinking about your GSL work, which program planning tradition most reflects how you plan currently?





Practitioner-Action Inquiry

Ethical Engagement and
Reflection Pilot

Fostering dialogue and praxis



Elect to use one or both of the options below:

- 1. Transformational Relationship Evaluation Scale- TRES [validated]*
- 2. Open-ended questions mapped to our ethical principles*

TRES-II: 10-item self-report

- Common goals
- Conflict management
- Decision making
- Resources
- Outcomes
- Identity formation
- Extent of interactions/joint activities
- Power
- Joint identity
- Satisfaction



What we've learned so far...



Program Profiles

**Faculty
Program
Director**

**Host
Community
Partner (s)**

IU School of
Dentistry –
Ecuador

Jeff Steele

Santiago
Partnership,
FACE, Iglesia
Pacto Evangelico
del Ecuador

IU School of
Dentistry -
Guatemala

Odette Aguirre

Open Windows

IU School of
Social Work -
Croatia

Carmen Luca-
Sugawara

Proni



- **Planning Style prior to the pilot:**
Reflective / Interactive
- **Key change to make:** Open up the discussion about the Ethical Principles
- **Aha! Moment:** The partner resists being fully honest.



What are three things you found most interesting during the process of integrating ethical engagement into ISL program planning?

- Convincing the community partner that our relationship is strong enough to allow transparency, that their opinions / truths are welcome.
- That dates of travel, our most inflexible parameter, has been a periodic conflict.
- Finding time to have face-to-face discussion is difficult amidst the normal schedule.





- **Style prior to the pilot:**
Inherited: Techno-Rational
Evolved: Reflective / Interactive
- **Key change made:** Utilizing the TRES survey to start the conversation with Open Windows management and staff.
- **Aha! Moment:** There was untapped potential in the local NGO that hadn't been recognized or engaged.



What are three things you found most interesting during the process of integrating ethical engagement into ISL program planning?

- Our community hosts were also ready for these discussions. Both IUSD and the local NGO host have focused on providing clinical services and tending to patient needs, but we had not allowed enough time to discuss our collaboration.
- Even after our long-standing collaboration, our NGO partners did not voice recommendations because they were very aware of the power dynamics and did not want to negatively affect our relationship.
- Our presence results in considerable more work and changes in schedule for a single teacher that works for the NGO and is assigned to collaborate with us. Other teachers are very willing to be more involved and this will be a matter of discussion and negotiation with the NGO director.





Planning Style prior to the pilot:
Democratic/Dialogic

Aha! Moment(s):

- Ethical engagement is **participative and dialogical** in nature. Has the potential to level off the power dynamic between the parties involved.
- Ethical engagement contributes to an **awakening process** of serving a global community.
- Ethical engagement is closely intertwined with **cultural humility** practice.





Challenges and Planned Change(s)



Challenges

- **Reciprocity** is not easy
- **Extra-time**
- **Ongoing negotiation**
 - Faculty - Host organizations
 - Student - Host organization
 - Host community – IU Team





Challenges

- Integrating ethical engagement into programs that have been running for a long time.
- Hosts feeling that the program is under criticism or scrutiny.
- Finding adequate time to create a true environment of trust.





Challenges

- “University speak” is difficult to understand by non-scholars
- Similar philosophical concepts do not always have direct translations.
- I struggle including the student as a full stakeholder.





Changes I/we plan to make next time...

- Organize follow-up meetings with all NGO staff to evaluate our partnership.
- Reclaim lunch time as a joint reflection space with partners and students.





Changes I/we plan to make next time...

- Include an “easier” version of the TRES survey [shorter, less jargon]
- Arrange in advance for a time to meet to address open ended questions.
- Include a separate translator who is not also one of the stakeholders.



Changes I/we plan to make next time...

- Allow time for **formal evaluation** processes with all CSO working with our students.
- **Increase communication** directly with local host CSOs (prior, during and post-course)





Pearls of Wisdom

- Just start the conversation! It might surprise you what comes of it.
- Even if a long standing relationship exists, ask their opinion or concerns.
- Find translatable concepts to discuss. This can be a challenge.
- Admit that we are all blind to some cultural imbalances/perspectives.





- Frame discussions in a way that is culturally acceptable.
- Make no assumptions, even if you feel you know the culture well.
- Commit to long-term conversations.



- Sharing a cup of tea/coffee with your host organization is time well spent in the community.
- Ask questions when you don't know something. Vulnerability brings strengths to you and your students.
- When things go wrong, just know there is always a solution to it. You just have to find it!



Questions



Resources

PPT & additional resources from today's session



<https://bit.ly/33kUI7C>



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