Resources For Responsible and Ethical Community Engagement

Duke University

About this Document

Many Duke students participate in service or community engagement in Durham and throughout the world, through service-learning courses, DukeEngage, Bass Connections, student service clubs, scholarship programs, summer research, and other local and global initiatives. Notably, many students are responsible and ethical in their engagement, as a result of thoughtful preparation and a humble approach.

Yet, concerns are sometimes expressed by community partners regarding students' cultural awareness, professionalism, lack of historical context, or lack of awareness of privilege. And evidence suggests that preparation for engagement is inconsistent. The goal of this document is to provide a centralized, accessible collection of recommended practices and resources that can be used by the Duke community in preparing students to engage responsibly and ethically in their communities.

Resources for Responsible and Ethical Community Engagement was developed by a working group of 10-15 Duke staff members affiliated with programs that connect students to the community. The working group was born out of a "Retreat for Understanding Students' Engaged Experiences," a now-annual grassroots effort organized by the Academic Advising Center, Duke Service-Learning and the Duke Office of Civic Engagement and attended by 50-75 staff and faculty in dozens of offices.

Contents

Cultural Humility

Many kinds of civic engagement and service learning involve interaction between groups from different cultures, defined variously by differences of ethnicity, race, socio-economic status, nationality or language. It is essential that as students prepare to work and serve in communities, they gain a nuanced awareness of their own cultural backgrounds, a genuine respect for others' cultures, and the humility to recognize the limits of their own perspectives. They must also develop the intercultural skills and knowledge that will help them engage and work with others in ways that are both effective and appropriate. In this context, the resources provided include material on the theoretical framework of this topic as well as documents, videos, and activities to enhance intercultural understanding.

Activities

Berardo, K. & Deardorff, D (Eds.) (2012). Building Cultural Competence: Innovative Activities and Models.
This book provides a framework and an innovative collection of ready-to-use tools and activities to help build cultural competence.

Spent
Online poverty simulation game developed by Urban Ministries Durham (but not specific to Durham).

Thiagarajan, S. & Thiagarajan,R. (2006). Barnga: A Simulation Game on Cultural Clashes.
Boston: Intercultural Press.

Readings

Burleson, K. (2015). [A Guidebook for the Development of Cultural Mindedness](#)
This guidebook offers an accessible orientation for intercultural service that blends sociocultural psychology with evidence-based practices of service-learning.

Lasker, J. (2016). [Hoping to Help: The Promises and Pitfalls of Global Health Volunteering](#). Ithaca, NY: Cornell Press.

Miner, H. (1956). [Body Ritual Among the Nacirema](#). American Anthropologist.
Classic anthropology article looking at American behavior from an outsider's perspective.

Tharoor, S. (2012). [The Five-Dollar Smile. The Five Dollar Smile and Other Stories](#)
A fictional story told from the point of view of a child who is "adopted" by a donor to an international charity.

Wells. S. (2013). [Rethinking Service](#). The Cresset, 76(4), 6-14.
Former Dean of Duke Chapel, Wells presents a theological foundation for service, distinguishing between being "with" and being "for", and doing "with" and doing "for".

Theoretical Framework

Fantini, A & Tirmizi, A. (2006). [Exploring Intercultural Competence: Concepts, Components, Development, Assessment](#). World Learning Publications.
A concise summary of the Intercultural Competence (ICC) framework.

Hartman, E.; Morris Paris, C. and Blache-Coehn, B. (2014). [Fair Trade Learning: Ethical standards for community-engaged international volunteer tourism](#). Tourism and Hospitality Research, 14 (1-2), 108-116.
An approach to international "voluntourism" that emphasizes reciprocity. The framework is promoted by Global Service Learning (globalsl.org) and is also used by some universities (eg U. of Kentucky).

Videos

Adichie, C.N. (2009). "[The Danger of a Single Story](#)." [TED Talk]

SAIH Norway "[Let's Save Africa! Gone wrong](#)" (2013). [YouTube]
Part of a series satirizing shallow approaches to charity work in African countries.

Learning and Reflection

Reflection is the process by which we give cognitive meaning to our immediate experiences. There are many pedagogical theories and practices about how to facilitate this association in experiential learning. Students engaging in community-based projects often do not benefit from the same level of close mentorship that faculty are able to give in the classroom. Furthermore, they often do not have the same opportunities for intellectual deliberation and reflection when active in the field, making reflection activities and assignments all the more important to the learning process.

Activities

Halcrow, K. & Sloan, D. (2014). Reflection Activities: Service-Learning's Not-So-Secret Weapon

Readings

Boud, D., R. Keogh and D. Walker (Eds.). (1985). Reflection: Turning Experience into Learning. London: Kogan Page.

Eyler, J., Giles, D. and Schmeide, A. (Eds.). (1996). A Practitioner's Guide to Reflection in Service-learning: Student Voices and Reflections. Nashville: Vanderbilt University Press

Guskin A. (1994). Reducing Student Costs & Enhancing Student Learning: Restructuring the Role of Faculty 26(5): Change. 16-25.

Handelsman, M. (2011). Service Learning: New Ethical Goals and Challenges for Universities. Psychology Today.

Bart, M. (2011). Critical Reflection Adds Depth and Breadth to Student Learning. Faculty Focus.

Theoretical Framework

Gottlieb, K. and Robinson, G. (Eds.). (2002). A Practical Guide for Integrating Civic Responsibility into the Curriculum. Washington, D.C.: Community College Press.

Lew, M. and Schmidt, H. (2011). Self-reflection and academic performance: is there a relationship?. Advances in Health Sciences Education, 16, 529 – 545.

Video

Krynaric, R. (2012, December 3). The Power of Outrospection. [Youtube] RSA Animate.

Power and Privilege

We all have multiple identities that can be inherent (race, gender, sexual orientation) or inherited (class, education, immigration status). In our society, some of those identities are privileged while others are marginalized. If we are engaged in social justice efforts, learning about and confronting our privileged and marginal identities helps us engage with one another from a place of awareness and respect. The more we understand the ways the system of privilege operates in our everyday lives and is reflected in many institutions and organizations, the more we will be able to address our own behavior and work with communities to combat these inequities on a larger scale.

Activities

Off Campus/In Touch. College of Wooster. Confronting Privilege.

Readings

Coates, T. (2014, June). The Case for Reparations. The Atlantic.

Cole, T. (2012, March 12). The White-Savior Industrial Complex. The Atlantic.

Diangelo, R. Robin Diangelo (2015, April 10). White America's racial illiteracy: Why our national conversation is poisoned from the start. Salon

Goodman, D. (2010). Helping Students Explore Their Privileged Identities. Diversity & Democracy: Civic Learning for Shared Futures, 13 (2).

McIntosh, P. (1988). White Privilege: Unpacking the Invisible Backpack. Independent School, 49(2), 31-35.

Wing Sue, D. et al. (2007). Racial Microaggressions in Everyday Life: Implications for Clinical Practice. American Psychologist, 62(4), 271 – 286.

Theoretical Framework

Open Source Leadership Strategies. Power, Privilege, and Oppression – Models and Definitions.

Duke Office of Institutional Equity. Diversity Toolkit.

Organizations

Racial Equity Institute

Dismantling Racism Works

Videos

Ford, J. (2012). Pedagogy of Privilege. [TEDxEMU]

Piff, P. (2013) Does Money Make you Mean? [TEDxMarin]

Partnership and Context

When working to address a common goal, partnerships offer a framework for collaboration and shared connections between groups, organizations, and communities. The goal of these resources is to provide faculty/staff with materials to help students understand, contextualize, and engage in meaningful community partnerships.

Activities

Bonner Network Wiki. (2009). Tools and Rubrics for Campus Civic Engagement Assessment.

Community Tool Box. Kansas University. Creating and Maintaining Partnerships.

Student Outreach Resource Center. John Hopkins University. The Do's & Don'ts of Community Partnerships.

Washington Campus Compact. Partnership Development Training Module.

Readings

CARE: Community Alliance for Research and Engagement. Yale Center for Clinical Investigation. (2009). Principles and Guidelines for Community-University Research Partnership.

CCPH Board of Directors. (2013). Position Statement on Authentic Partnerships. Community-Campus Partnerships for Health.

Hodges, R. A. & Dubb, S. (2012). The Road Half Traveled: University Engagement at a Crossroads. East Lansing: Michigan State University Press. Retrieved August 11, 2016, from Project MUSE database.

Jones, K., Kamela, M., & Peeks, A. (2011). International Service-Learning Ethics in Cross-Cultural Partnerships. Partnerships: A Journal of Service Learning & Civic Engagement, 2(1).

Lawrence, M., Smith, H., Phillips, W. (2005). Bridging the 'Town & Gown' Through Innovative University-Community Partnerships. The Innovation Journal: The Public Sector Innovation Journal, 10(2), 20.

Leiderman, S., Leiderman, M., Maurasse, D. & Jones, C. (2006). Duke-Durham Neighborhood Partnership Initiative Evaluation.

Additional Considerations

Risk and Well-Being

When working on behalf of any institution, including Duke University, there are always legal policies and procedures to consider. Community partners may also have their own-waivers to sign, volunteer trainings and volunteer age limits. It is important to look into these before setting off to volunteer.

Professionalism and Expectations

Individuals serving and partnering with communities and organizations are expected to demonstrate professional behavior. This includes dressing appropriately, communicating directly and clearly, providing accurate work, reliably arriving on time and as scheduled and committing to the service and organization. Additional expectations for professionalism are often provided by the community organization.

Compiled in 2016