



MICHIGAN STATE  
UNIVERSITY

SPARTANS WILL.

# GLOBAL ENGAGEMENT THROUGH A SOCIAL JUSTICE LENS

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## In 20 minutes...

- *Globalization*, defined (at least for today)
- *Globalization*: the good, the bad, and the ugly
- The imperative for HE to globalize
- Global scholarly engagement as both a response to the ideals of ES and to globalization
- Q: How do we ensure our global ES activities align with our values?
- Discussion



What comes to mind when you think of

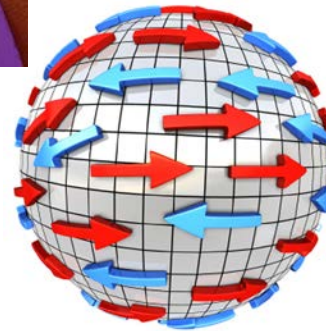
**globalization**







**GLOBALIZE JUSTICE!**  
**GLOBALIZE RESISTANCE!**  
**GLOBALIZE SOLIDARITY!**  
**GLOBALIZE DISSSENT!**



## **Globalization, defined (for today)**

**“the flow of technology, economy, knowledge, people, values [and] ideas...across borders” (Knight, 1999)**



## Five fundamental freedoms (Loungani, 2007)

- Being able to cross national boundaries (**immigration**);
- The freedom to sell what you produce at home and abroad; and to buy products from all around the globe (**international trade**);
- The freedom to seek capital from foreign sources and to invest your savings (**capital mobility**);
- **The spread of scientific knowledge and technology;**
- **The diffusion of ideas, culture, and cuisines.**



## Globalization of talent and ideas

“Globalization...poses myriad challenges and presents numerous opportunities...There’s no substitute for **pulling together the best minds and the most talented researchers from around the world.**”  
(Block, 2012)



## **Globalization: global problems, global solutions**

“Global issues, such as climate change, potential pandemics, bio-diversity, and food, water and energy security, need global approaches.” (Smith, 2011)





## Globalization concentrates power

“**Globalization** makes the rich richer, guarantees the perpetuation of privilege, and maintains the caprices of the moneyed over the very survival of those without it.” (Yang, 2003)



# Globalization and higher education

**Internationalization:** “the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education” (Knight, 1999)

*Why do colleges and universities seek to internationalize?*



## Globalization concentrates power

“The benefits of **globalization** have been distributed asymmetrically, disadvantaging not just the developing nations, but also the English-speaking developed nations...” (Marginson, 2009)

“[M]ore than two-thirds of the top one hundred research universities are in English-speaking nations.”  
(Marginson, 2009)



## Engaged scholarship (Van de Ven, 2008)

- “A form of inquiry where researchers involve others and leverage their different perspectives to learn about a problem domain”
- “A relationship involving negotiation, mutual respect, and collaboration to produce a learning community”
- “Studying complex problems with and/or for practitioners and other stakeholders”



## Engaged scholarship (NERCHE)

- “defined by the collaboration between academics and individuals outside the academy - knowledge professionals and the lay public (local, regional/state, national, global) - for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”



## The global context for engaged scholarship

- “In this new century, our route will continue to evolve to reflect changing circumstances, but our destination will remain constant—creating sustainable prosperity **for the common global good**”  
– (Simon, 2010)





## The global context for engaged scholarship

- “Fulfilling our aspirations and shared covenant with society requires **dynamic and interconnected actions that extend across boundaries and borders.**”  
(Simon, 2010)



## The global context for engaged scholarship

- “Scholarship has to prove its worth not on its own terms but **by service to the nation and the world**”  
(Handlin, 1990)



- How can we ensure globally engaged scholarship – conducted within the context of globalization – aligns with ES principles, values, ethics?



## Cultural humility (Turvalon & Murray-García, 1998)

- Lifelong commitment to self-evaluation and self-critique
- Redressing power imbalances
- Developing mutually beneficial and non-paternalistic partnerships with communities



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The background of the slide is a photograph of a large, multi-story brick building with a prominent tower, likely a part of Michigan State University. The sky is blue with scattered white clouds. In the foreground, there are green trees and a paved walkway. The Michigan State University logo is overlaid in the top left corner.

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**THANK YOU!**

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