

Revising the Guidelines for Ethical Global Engagement

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Goals

1. Outline concerns and problems with the UW's current Guidelines for Global Engagement as identified by UW community members.
2. Obtain the OGA Advisory Council's endorsement for an *iterative* and *participatory* process to revise the Guidelines to address and redress concerns and problems.
3. Receive feedback and suggestions from Advisory Council members on the proposed process.
4. Request assistance scouting and recruiting a working group to assist with revising the Guidelines.

Our Role at the UW

GLOBAL RESEARCH

GLOBAL INNOVATION FUND

GLOBAL ENGAGEMENT FELLOWS

GLOBAL TEACHING

STUDY ABROAD

COIL

UW ROME CENTER

GLOBAL STUDENT OPPORTUNITIES

GO SCHOLARSHIPS

UW GLOBAL LEADERSHIP OPERATIONS & STRATEGY
STEWARDED INTERNATIONAL PARTNERSHIPS & AGREEMENTS
RECOGNIZING EXCELLENCE IN GLOBAL ENGAGEMENT
UW GLOBAL MONTH

What Guides Us?

The OGA's activities are, in theory, directed by the UW's Guidelines for Global Engagement, but our office has not solicited and received ongoing critical feedback from faculty, staff, students, and our partners abroad on our efforts to promote ethical global engagement in with respect to the Guidelines and contexts and histories of inequity and injustice.

Guidelines for Global Engagement

Jump to guidelines for:

[The University](#) →

[Faculty & Staff](#) →

[Students](#) →

Our vision for global engagement at the UW



The University of Washington is globally engaged for the benefit of our students, region, and world.

Our particular geographic position on Coast Salish lands and at the crossroads of global migrations and information flows presents us with significant opportunities and responsibilities for engaging creatively and ethically across communities of difference. These opportunities and responsibilities for global engagement encompass the research and teaching we do with partners and students abroad; the hosting of international students and visiting scholars here on the UW campus; and the collaborations we undertake across borders via telecommunications and the Internet.



We acknowledge that our University occupies Native land.

We understand that the international community includes sovereign American Indian tribes, Indigenous nations, and peoples across the world. As we work to repair and strengthen relations with our Indigenous hosts here on Coast Salish lands, we also recognize and honor the Native peoples, lands and waters everywhere that we engage in work, research and teaching.



As one of the world's most innovative universities, and as an institution with a mission to serve the public good, it is our responsibility to leverage our strengths when partnering across boundaries.

It is imperative that we be globally engaged in order to confront pressing global challenges like climate change and population health, and to create much needed venues for free expression. Creative, critical, and ethical collaboration is essential to our mission, and we are proud of our global network of outstanding university, industry, nonprofit, and government agency partners.



The UW strives to achieve maximum mutual benefit through ethical engagement.

Ethical engagement calls for collaborations that leverage and promote diversity without diminishing local differences, and that respect host and partner histories and cultural practices while promoting the ideals of universal human rights,¹ sustainable development,² and academic freedom and rigor. This principle is fundamental to our engagements across research, teaching and learning.

Feedback Received on the Guidelines

In conversation with UW community members during the Global Engagement Strategy Task Force process, we heard the following.

- The guidelines are neither usefully *informative* (i.e., they do not provide any orienting context and history) nor are they usefully *directive* (i.e., they express ideals and recognize hazards but do not actually provide any orienting guidance).
- The guidelines deploy social justice terms (e.g., “equity”, “reciprocity”, “just”, “sustainable”) without defining them concretely, and they often read as if these terms refer to ahistorical abstractions instead of concrete realities with histories that people encounter in their everyday lives.

What Can We Do?

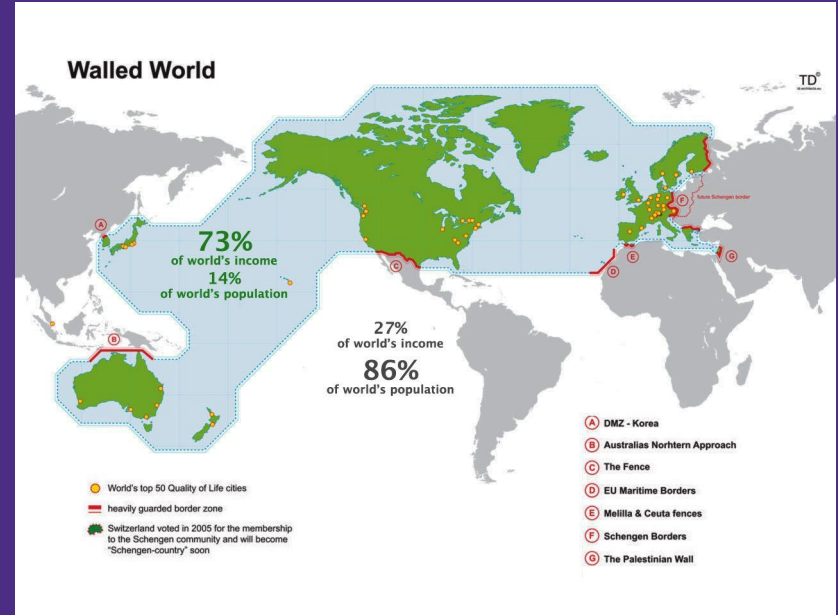
We can craft guidelines that are more *informative* and *directive* when it comes to helping the UW community investigate, address, and redress inequities and injustices when globally engaged:

- *Informative* in providing the UW community with *critical terms* to use and *critical questions* to ask themselves so as to better attend to contexts and histories of injustice and inequity.
- *Directive* in guiding the community towards *critical resources*, both theoretical and practical, that can help them investigate, address, and redress inequities and injustices.

Feedback Received on the Guidelines

Matters to Investigate, Address, & Redress:

1. The Persistence of Historical Injustices
2. Global Wealth Inequities
3. Unequal Economic Exchanges
4. Global Research Inequities
5. Unequal Student Opportunities
6. UW's Global Division of Labor



The Persistence of Historical Injustices

- Stating that “our University is committed to confronting structural and systemic racism” is one thing; but it is another thing to recognize that the racism to be confronted is, effectively, a half-century of *de facto* apartheid preceded by a century of *de jure* apartheid, and four centuries of chattel slavery and social death.
- Stating that “our University occupies native land” is one thing; but it is another thing to recognize that the institution occupies native land as a result of ongoing policies of ethnocidal and ecocidal exploitation and the ongoing repression of native resistance.
- Stating that “our University’s particular geographic position presents us with significant opportunities” is one thing; but it is another thing to recognize that these opportunities are in no small part afforded to the institution by ongoing U.S. imperialism and the repression of global justice movements.
- **How can the guidelines invite us to investigate, address, and redress the UW’s implicit and complicit contributions to the ongoing histories of U.S. racism, settler colonialism, and imperialism?**

Global Wealth Inequities

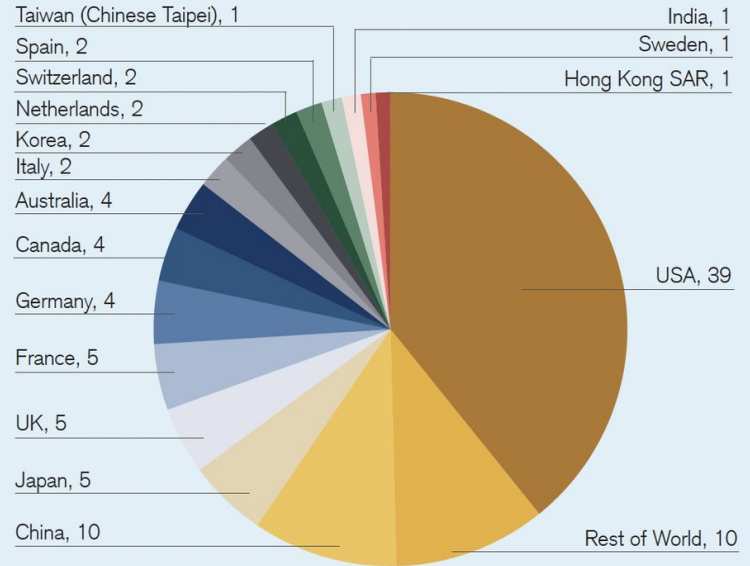
The U.S. has 4% of the global population but 40% of all those with a million dollars or more, who form the richest 1%, with more *white* Americans belonging to the richest 1% than belong to the poorest 50%, 1 in 7 relative to 1 in 12.

Western Europe, with 2.5% of the global population, has 25% of the world's millionaires.

China, with 18% of the global population, has *only* 10% of the millionaires; India, with another 18%, has *only* 1% of the millionaires; Africa has another 18% of the global population but not even a hundredth of a percent the millionaires.

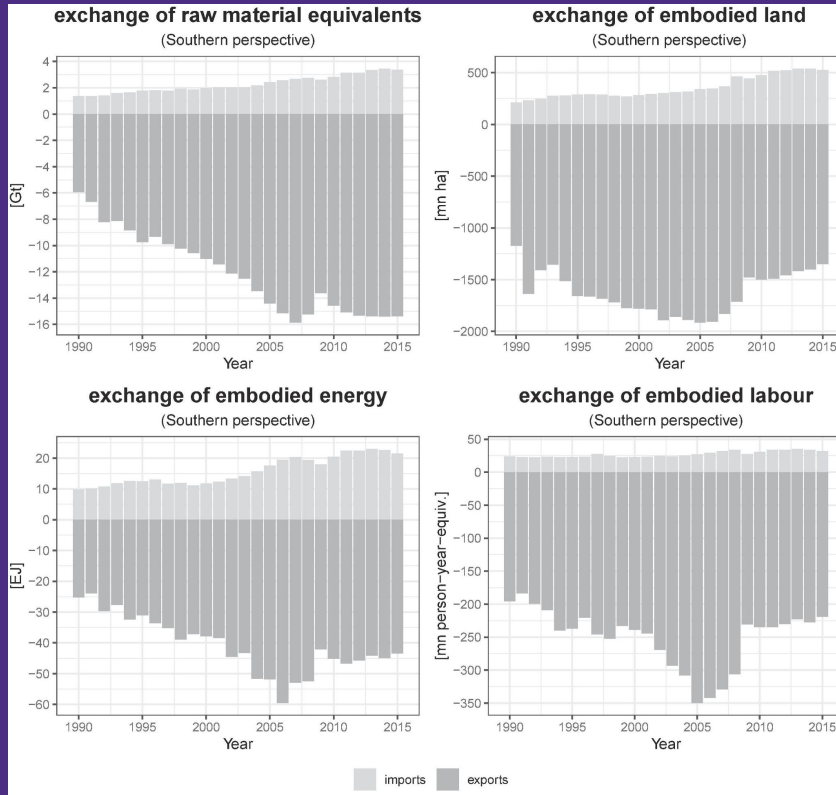
How can the guidelines invite us to investigate, address, and redress the UW's implicit and complicit contributions to reproducing these inequities?

Figure 4: Number of US dollar millionaires (% of world total) by country, 2021



Source: James Davies, Rodrigo Lluberias and Anthony Shorrocks, Credit Suisse Global Wealth Databook 2022

Unequal Global Exchanges



Between 1990-2015, net extractive appropriations of resources by the U.S., Europe, and other rich nations from poorer nations outstripped total aid receipts by poorer nations over the period by a factor of 30.

Consumption of resources by the U.S. & Europe and other rich nations is roughly four times over the sustainable threshold, and most of this excess consumption is sustained by net extractive appropriation from poorer nations.

How can the guidelines invite us to investigate, address, and redress the UW's implicit and complicit contributions to reproducing these inequities?

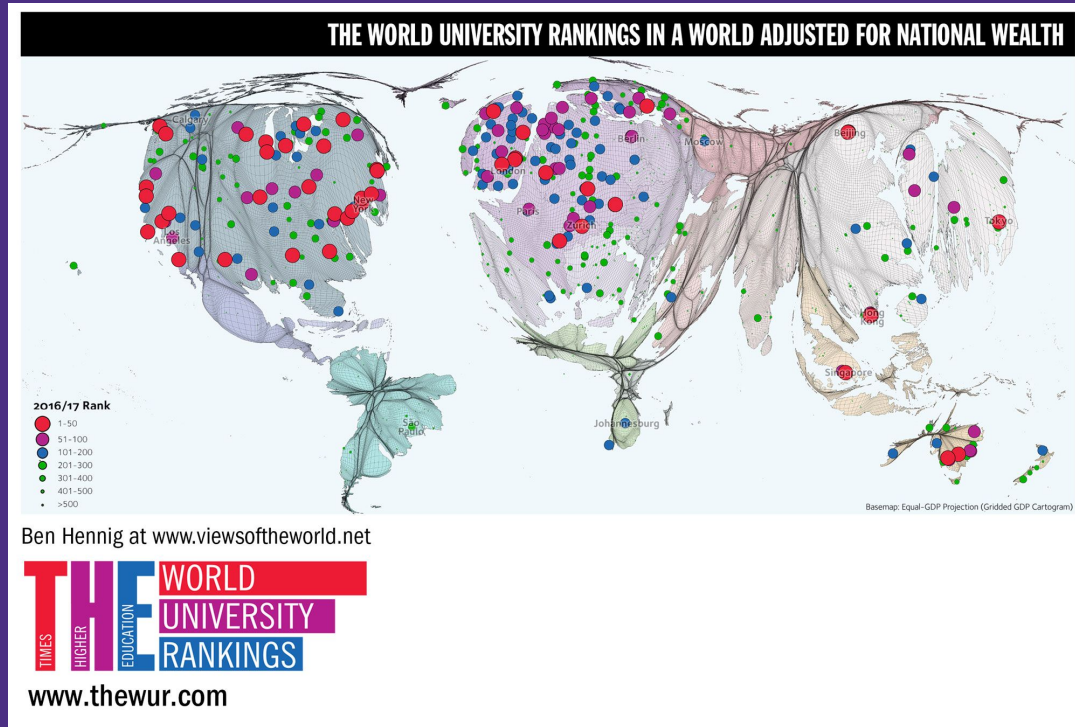
Jason Hickel, Christian Dorninger, Hanspeter Wieland, Intan Suwandi, Imperialist appropriation in the world economy: Drain from the global South through unequal exchange, 1990–2015, *Global Environmental Change*, Volume 73, 2022,

Global Research Inequities

86% of the top 200 universities in the world are located inside the U.S., Europe, and other rich world nations.

Rich world nations govern the global production and distribution of knowledge and have an outsized role in determining which courses of study and research agendas are worthy of being granted funding and given space in academic departments and academic publications across the world.

How can the guidelines invite us to investigate, address, and redress the UW's implicit and complicit contributions to reproducing these inequities?



UW's Global Division of Labor

Available data indicates that the UW maintains a distinct global division of labor: Asia is a source for lucrative student prospects; Africa for potentially lucrative research subjects; European and Anglosphere nations for prestige partners in research and teaching; and relations with Latin American nations remain relatively “underdeveloped” in most regards.

- Continental Europe and the Anglosphere (~60%) account for the greater part of UW's co-authored research publications.
- Continental Europe and the Anglosphere (~60%) account for the greater part of the locations where UW's study abroad students are traveling.
- UW's international student body is mainly from East, Southeast, and South Asia (~75%).
- Africa accounts for ~40% international research awards with an international component, but Africans account for less than 1% of UW's international student body, ~4% of the UW's study abroad programs and exchanges, ~3% of co-authors in research publications

How can the guidelines invite us to investigate, address, and redress the UW's implicit and complicit contributions to reproducing this global division of labor?

A Proposed Process for Revising the Guidelines

- Invite a diverse groups of faculty, staff, students, and partners to review the UW's Guidelines for Global Engagement, to *iteratively* develop the terms we use to define ethical global engagement, and to formulate more informative and directive guidelines.
- Provide regular opportunities for UW faculty, staff, students, and our partners abroad to discuss and inventory forms of ethical and unethical global engagement at the UW (e.g. surveys, office hours, focus groups, etc.).
- Use the information gathered to compile global engagement “temperature checks” for the UW that will lead to further revisions to the Guidelines for Global Engagement and, in turn, revisions to the OGA Strategic Plan.

Proposed Timeline for Initial Revisions to Guidelines

Forming the Working Group

Solicit participation from globally engaged faculty, staff, students, and the UW's global partners

Convening the Working Group

Working group meets and/or asynchronous engagement to craft suggested revisions to the Guidelines.

Reconvening the Working Group

Working group meets to discuss and incorporate feedback from the UW community.

Spring 2023

Summer 2023

Fall 2023

UW
Global Month
Nov. 2023

Winter 2024

Spring 2024

Making Plans for the Revisions

OGA team preps for Fall 2023 working group meetings, getting to know the working group participants, gathering background material, and developing practical processes for enabling synchronous & asynchronous discussions and revisions.

Gathering Community Feedback

Suggested revisions to the Guidelines are shared with the UW community. OGA hosts open forms and focus groups to receive community feedback. Invite enthusiastic participants to join the working group.

Publishing Revisions to Guidelines

Revisions to Guidelines shared with OGA Advisory Council for final feedback, and then published and publicized to the UW community.

Conversation Starters

- We know that many similar and related initiatives are being undertaken by different academic and administrative units across campus. Is your unit engaged in such an initiative? How can we align our initiative with those of your unit both with respect to practical matters (such as timing) and overall philosophy?
- We are envisioning an *iterative* and *participatory* approach to reviewing and revising the Guidelines. What difficulties do you imagine such an approach might run into and how do you imagine we might avoid and cope with such difficulties?
- We would like ask our global partners to assist us in reviewing and revising the guidelines. What difficulties do you imagine we might encounter in inviting partners to participate and how do you imagine we might avoid such difficulties?
- Given the contexts and histories that we would like to address, outlined in the succeeding slides, who should we reach out to to join us as thought partners in our initiative?