



Extended Definitions from the Guiding Principles for Engaged Student Learning Outcomes

Equity- Mindset

“Being equity- minded involves taking stock of the contradictions between the ideals of democratic education and the social, institutional, and individual practices that contribute to persistent inequities in college outcomes among different racial and ethnic groups and socioeconomic classes. Equity- minded individuals are aware of the sociohistorical context of exclusionary practices and racism in higher education and the effect of power asymmetries on opportunities and outcomes for students of color and students of low socioeconomic status. Being equity- minded thus involves being conscious of the ways that higher education—through its practices, policies, expectations, and unspoken rules—places responsibility for student success on the very groups that have experienced marginalization, rather than on the individuals and institutions whose responsibility it is to remedy that marginalization.”
(Witham et al. 2015, 2)

References:

Witham, Keith, Lindsey E. Malcom- Piqueux, Alicia C. Dowd, and Estela Mara Bensimon. 2015.

America’s Unmet Promise: The Imperative for Equity in Higher Education. Washington, DC: Association of American Colleges and Universities.

Integrative Learning

Learning opportunities in which students are encouraged to use knowledge and views from various curricula and disciplines relevant to the problem at hand. To solve a real world problem, students will apply skills and practices in various settings. They will examine diverse or contradictory points of view to understand issues and positions in authentic contexts toward finding a solution to the problem.

Reference:

Huber, M. T., & Hutchings, P. (2004). *Integrative Learning: Mapping the Terrain*. The Academy in Transition. Washington, DC: Association of American Colleges and Universities.

Cross Cultural

Intercultural Knowledge and Competence is, “a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.”

Reference:

Bennett, J. M. (2008). Transformative training: Designing programs for culture learning. In Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations, ed. M. A. Moodtan, 95-110. Thousand Oaks, CA: Sage.

Transdisciplinary

This form of research is based on integration of multiple disciplines and the active inclusion and participation of stakeholders representing different societal sectors in the process of problem formation, knowledge production, and learning.

Including the social system means understanding the needs and interests of different stakeholders, but also to understand the interconnectedness with the regional, national, and international levels of societal steering.

Reference:

Angelstam, P., Andersson, K., Annerstedt, M., Axelsson, R., Elbakidze, M., Garrido, P., ... & Stjernquist, I. (2013). Solving problems in social-ecological systems: Definition, practice and barriers of transdisciplinary research. *Ambio*, 42(2), 254-265.

Reciprocity

Reciprocity is the recognition, respect, and valuing of the knowledge, perspective and resources that each partner contributes to the collaboration.

Reference:

Carnegie Foundation for the Advancement of Teaching. (2011). Classification Description: Community Engagement Elective Classification.