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Developing Engaged Scholars Through Glocal Learning: A Case Study of the Thailand Global Citizenship and Civic Engagement Initiative

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Abstract

With the development of Thailand 4.0, it is critical for engaged scholars to address the role of higher education in Thailand's social and economic development with an understanding of how local histories (local) and economic globalization (global) shape their work. We discuss the Thai context for community engagement, then describe the purpose and learning goals for the Global Citizenship and Civic Engagement (GCCE) initiative, as well as the methodological approach used to assess the initiative's impact and long-term sustainability. The findings highlight how glocal learning fostered Thai and U.S. graduate students' valuing local knowledge and linking economic inequality to environmental injustice. Students transformed in their understanding of the need to revitalize marginalized knowledge and include experiences of other-than-human beings. The findings contribute valuable non-Western perspectives on how international partnerships between universities prepare graduate students as engaged scholars for a sustainable world.

Keywords: graduate education, international partnerships, engaged scholarship, sustainability, global citizenship

UNESCO (2015) has promoted global citizenship education (GCED) since the launch of the UN Secretary-General's Global Education First Initiative (GEFI) in 2012, which fosters global citizenship as one of three priorities for education. GCED emphasizes worldwide political, economic, social, and cultural interconnectedness (Davies & Pike, 2009). Global citizenship recognizes the world as an increasingly complex web of connections where our choices and actions affect people and communities locally, nationally, or internationally (UNESCO, 2015). Likewise, civic engagement involves making a difference in the life of our communities and developing the combination of knowledge, skills, values, and motivation to make those differences (Ehrlich, 2000). Thus, global citizenship education and civic engagement are essential for scholars to engage in a glocal society that involves linkages between local and global needs (Sklad et al., 2016). Engaged scholars must understand how local histories (local) and economic globalization (global) shape their work (Sklad et al., 2016), especially for a newly industrialized country like Thailand, which has moved from a low-income country to an upper-middle income country in less than a generation (World Bank, 2019).

We aim to contribute to research that explores how graduate students develop as engaged scholars when they step outside their national context, particularly as they become more aware of the local culture of people with identities and life situations different from their own (McCabe, 2005). "Glocal" engagement moves beyond noticing differences in other cultures and contexts to recognize the ways people and places are inextricably bound through global economic, social, and political processes (Sklad et al., 2016). Graduate students need opportunities to examine their own values and attitudes critically; value diversity and

appreciate the similarities between peoples everywhere; understand the global context of their local lives; and develop skills that will enable them to combat injustice, prejudice, and discrimination (Oberhauser & Daniels, 2017). Such knowledge, skills, and understanding enable graduate students to become engaged scholars who make informed decisions and play an active role in the global community (Austin & McDaniels, 2006; O'Meara, 2008).

This article adds valuable non-Western and international perspectives to the literature on the development of engaged scholars by exploring glocal learning in the Thai context. We organize our analysis in sections that address the conceptual, methodological, and analytical aspects of an ongoing cross-border initiative designed to prepare engaged scholars during graduate education. We adopt Holland's (2005) definition of engaged scholarship as "a specific conception of faculty work that connects the intellectual assets of the institution (i.e., faculty expertise) to public issues such as community, social, cultural, human, and economic development" (p. 11). The first section sets the context by reviewing scholarly literature on community engagement in the Thai context. The second section details the design of the ongoing Global Citizenship and Civic Engagement (GCCE) initiative in response to this context with a focus on the development of engaged scholars. The third section describes the methodological approach to our case study research to gather data about the initiative's impact. The fourth section provides an analysis of our findings and early-stage impacts. We conclude with a summary of the role of glocal learning in the preparation of engaged scholars and discuss the next steps for similar international partnerships.

Community Engagement in the Thai Context

Increasingly, Thai faculty live and work in a global landscape, where academic responsibilities involve collaborating with individuals from diverse social, historical, and cultural contexts (Rungfamai, 2017). Such collaboration necessitates respect, reciprocity, and sensitivity to one's ethical responsibilities in connecting expertise to societal needs (Austin, 2009). Thai higher education institutions are expected to produce graduates who can enter society with global awareness, civic competence, and community engagement (Rungfamai, 2017). However, there is a significant gap in the development of graduate students as global citizens in Thai higher education because the Thai people do not use English as a formal language in daily life, and there are few international curricula in schools and universities. Thus Thai higher education's international enrollment growth rate has not kept up with that of other ASEAN universities (Lavankura, 2013). Another complicating factor is that, in the Thai context, globalization and internationalization are often understood within the framework of global tourism more than global citizenship education (Peleggi, 1996).

Furthermore, there is a demand for linking expertise to applied issues (Thailand Board of Investment, 2017). The Thai government aims to push forward on economic growth from the national to global levels, including commerce, food, and tourism with the Thailand 4.0 policy (Thailand Board of Investment, 2017). This policy promotes cooperation in doing business with foreign countries. Thailand stands to benefit from development cooperation and strengthen the political security, economic, and sociocultural pillars of the ASEAN community, as well as implement the Master Plan on ASEAN Connectivity. Provisions for skilled labor movement within ASEAN countries principally draw on the mutual recognition agreements that permit employment outside their home country for workers in eight occupations: engineering, nursing, architecture, medicine, dentistry, tourism, surveying, and accountancy (Ministry of Foreign Affairs, 2017). The Thai government views higher education as the primary means to prepare global citizens who understand different cultures. Global citizenship education includes engaging more diverse people and using more engaged forms of learning than in the past (Lavankura, 2013). One of the most important outcomes for future scholars in Thai higher education includes graduate students' competency in global citizenship and civic engagement (Savatsomboon, 2015).

Currently, the Office of Thai Higher Education Commission (OHEC) has worked to expand transnational education between Thai universities and foreign universities to allow Thai graduate students to gain more international experiences as engaged scholars (Rungfamai, 2017). However, most internationalization initiatives focus on at-

tracting international students, not fostering cultural exchange that prepares Thai graduate students to understand societal diversity and intercultural relationships (British Council, 2017). Graduate students must understand how to engage in partnerships that are mutual and reciprocal (O'Meara, 2008); however, the role of universities in producing engaged scholars is one of the most critical, but underexplored, issues for Thai universities (UNESCO, 2015).

Preparing Graduate Students as Engaged Scholars

The Thailand Global Citizenship and Civic Engagement (GCCE) initiative is an ongoing international collaboration designed to prepare engaged scholars through a partnership between Phra Kiao University (PKU) [pseudonym] in Thailand and the Metropolitan University (MU) [pseudonym] in the United States. PKU is the oldest and most prestigious public research university in Thailand; MU is a metropolitan research university and a minority-serving institution in the United States. As the year 2017 marked the beginning of the second century of PKU, the strategies for 2017–2020 were formulated to raise the university to become a world-class national university that serves the nation with dignity and integrity and that generates the knowledge and innovation necessary for the creative and sustainable transformation of Thai society (Rungfamai, 2017). For PKU to be a part of the transformation of Thai society, it must develop engaged scholars. The initiative's central purpose is to provide mutually beneficial collaborative opportunities for engaged scholarship between the partner universities at low cost to the Thai university.

The GCCE initiative is similar to yet also different from commonly practiced exchange programs and international service-learning programs (e.g., Oberhauser & Daniels, 2017). The initiative is different because graduate students and faculty leaders partner in developing the planned scholarly activities designed to develop graduate students as engaged scholars. The initiative is similar to traditional study exchange programs in that participants engage in intentionally designed activities that foster an appreciation of the broader historical and cultural aspects of modern-day Thailand. It is different from these programs in that the GCCE initiative is codesigned to prepare graduate students for the types of demands they will face in careers as engaged scholars—locally and globally. Twenty-four graduate students and two faculty members participate in cohorts each year of the GCCE initiative, which received initial funding support from the U.S. Embassy in Thailand to foster linkages between global citizenship and civic engagement (Cress & Stokamer, 2017).

We adapted a U.S.-based framework designed to prepare graduate students for community-engaged work in this initiative (O'Meara & Jaeger, 2007). Each element of the GCCE initiative was designed to develop practical skills in engaged scholarship for Thai and U.S. graduate students (O'Meara, 2008). Four learning goals were used to assess the overall effectiveness and impact of the GCCE initiative. It is critical to note that these learning goals were codesigned among a Thai faculty member, a U.S. faculty member, a Thai international educator, and two graduate students. The faculty leaders facilitated the process for the initiative's design, but the development of the program, forms of engagement, reflective assignments, and learning outcomes were all initially proposed by and fully coconstructed with Thai and U.S. graduate students who expressed a desire to design a program that connects international education (global) and civic engagement (local). The Thai and U.S. faculty members applied their expertise to refine and adapt the initiative to each university's context and local needs. The faculty members coordinating the GCCE initiative aimed to embody these practices by coconstructing knowledge about this initiative's impact, which forms the basis for this article.

Goal One: Forming Collegial Relationships

The first learning goal for the GCCE initiative emphasizes how engaged scholars *form collegial relationships with an international community of scholars and leaders*. Contextually sensitive international work involves engaging with scholarship published by scholars inside and outside the home context. International engagement also necessitates forming collegial relationships, particularly relationships with community partners in a local context. Faculty model how to form broadened sets of relationships with scholars and leaders in the international higher education community. For example, the faculty leaders

in the GCCE initiative introduce graduate students to the scholarly writings of their international colleagues and discuss linkages between the faculty leaders' research interests and relationships formed through community-engaged collaborations.

In the GCCE initiative, students participate in extensive conversations about the role of Thai higher education in the context of globalization from community engagement with leaders at Thailand's Office of Higher Education Commission (OHEC), regional community colleges, and the U.S. Embassy in Bangkok. OHEC is responsible for Thailand's development under the government policy Thailand 4.0 by supporting many programs, such as University Business Incubator, Work Integrated Learning, and helping Thailand's higher education institutions be engaged in developing the quality of and the ability to enhance the country's competitiveness, solving problems with business and industry, and meeting the demand for academic excellence. Thai and U.S. graduate students' interaction with senior-level government officials, as well as community leaders, enabled an exchange of knowledge about Thai higher education systems' development in the context of economic globalization and the government's efforts toward the Thailand 4.0 strategic plan, which is designed to help the country escape economic disparities and imbalanced development. Likewise, graduate students engage with leaders at regional community colleges in rural areas in Thailand to learn about the sufficiency economy. They also learn about the role of the community college in developing Thai people's quality of life (Intarakumnerd, 2012).

Goal Two: Reflecting on Ethical Responsibilities in Community Engagement

The second learning goal for the GCCE initiative emphasizes how engaged scholars *reflect on their ethical responsibilities in international community engagement*. Community engagement, especially in international contexts, necessitates exploring the ethical implications of community-engaged scholarly work. Graduate students learn responsibilities to community partners, including sensitivity to how knowledge and power are shared within the partnership (O'Meara, 2008). Graduate students cannot merely discuss strategies that have worked in their home context without considering the sociocultural, historical, and economic circumstances of the local and global context. The knowledge created together is not value-free, and decisions have real-world implications for human lives and the partner institution's future. Thus, ethical partnering demands respect, reciprocity, and sensitivity to connecting expertise with particular societal needs.

In the GCCE initiative, graduate students participate in the Forum on Global Citizenship and Civic Engagement. This annual forum involves exchanges of perspectives among Thai and U.S. students using the UNESCO GCED framework that explores the socioemotional, behavioral, and cognitive dimensions of global citizenship. Participants share perspectives on global citizenship and civic engagement in their local context through lecture presentations and interactive activities. The forum explores three issues: (1) diversity, identity, and power; (2) interconnectedness and action; and (3) migration and citizenship. Graduate students explore values and social identities situated within the global, national, and local contexts with an understanding of multiple identities—and the variations within social identities—in order to develop attitudes of empathy, solidarity, and respect for differences. They also discuss how local issues manifest the effects of globalization, including the actions people might take—individually and collectively—to act effectively and responsibly at local, national, and global levels for a more peaceful and sustainable world. Finally, graduate students explore the beneficial and problematic aspects of migration from the perspectives of various social groups, including how history, geography, politics, economics, religion, technology, media, or other factors influence views of migration.

Goal Three: Drawing on Diverse Sources and Subjects Within Particular Contexts

The third learning goal for the GCCE initiative emphasizes how engaged scholars *draw on diverse sources and subjects of knowledge within particular contexts*. International collaborative work involves drawing on diverse sources and subjects of knowledge within particular contexts. Although Thai and U.S. graduate students have been trained to identify traditional high-quality academic publications, few have had the direct experience of drawing on local sources of knowledge in shaping their understanding

of issues and situations. The international collaboration heightens the importance of respecting indigenous knowledge of the local community. Two GCCE workshops, both with undergraduate and graduate students, allow participants to understand the GCED concept from different perspectives between Thai and U.S. graduate students.

In the GCCE initiative, graduate students work as engaged scholars who learn to respect local knowledge, not just expertise from peer-reviewed academic publications. Students also engage with the broader historical and cultural aspects of modern-day Thailand. Students participate in the King Rama X–initiated special Winter Festival at the Dusit Royal Plaza to express gratitude to former monarchs, such as King Rama V and King Rama IX, as well as celebrate the culture and traditions of the country from the past to the present. All students wear traditional costumes, and Thai graduate students help U.S. students understand the cultural and historical significance of the king's death, the recent political situations in Thailand, and the relevance of all of these circumstances for how Thai students understand global citizenship and civic engagement. All students read background materials on Thailand and Thai higher education, but they are also encouraged to remain open to new information that might emerge from personal conversations and local histories in unpublished sources that can help them understand the link between real circumstances or practices and theory in terms of GCED.

Goal Four: Developing an Identity as an Engaged Scholar

The fourth learning goal for the GCCE initiative emphasizes how engaged scholars *develop an identity as an engaged scholar*. The initiative is designed to foster awareness and reflection on the relevance of graduate students' experiences to their professional identity, goals, responsibilities, and commitments as engaged scholars. An important role of graduate education includes developing a student's identity as a scholar and socializing graduate students as members of a particular discipline (Austin & McDaniels, 2006). This experience occurs in the middle period of Thai graduate education, where graduate students are committing to a particular set of research questions and identifying their professional goals. Thus, the experience raises critical questions at a moment when graduate students are often considering how community engagement might be woven into meaningful academic or professional careers. Faculty leaders invite graduate students to make linkages between community engagement and their professional goals by involving them in the faculty member's own international work. Exposure to community engagement in a period when Thai graduate students are developing dissertation proposals and determining a trajectory for their careers is a formative experience in developing a scholarly identity.

The GCCE initiative heightens graduate students' awareness of the intersections of their salient personal identities, especially their ethnic, gender, and national identities. Identity may be viewed as an evolving life story, or set of stories, that emerges from a history of social interactions with others (McAdams & McLean, 2013). Thus, intensive social interactions in an international experience often surface questions of one's scholarly, professional, and personal identity. Interactions in the local context evoke new or unexamined questions about aspects of self-identity in relation to others; and, although the questions may vary for each individual, immersion in an international context frequently raises deeply personal questions for all participants. Therefore, not only do graduate students act as emerging scholars, but their interactions also necessitate sensitivity to their location as particular individuals with multiple and intersecting identities.

Researching Engaged Scholarship in the Thai Context

Case study methodology was used to examine the relationships, discourses, and actions of the students, faculty, universities, and local communities through a graduate student–written assessment report submitted to PKU and MU, extended postreflection dialogues among faculty leaders, and content analysis of multiperspectival essays (Gerring, 2006). Data collected from the initiative document how graduates were transformed as engaged scholars through this partnership related to the learning goals of the GCCE initiative. Case study methodology allowed us to collect multiple types of data and triangulate this data to enhance understanding of the impact of this project (see Table 1). Thai and U.S. researchers engaged in a three-part analytic process that

Table 1. Data Sources

Analytic Method	Data Sources
Content analysis	• Partnership proposal and planning documents • Partnership report to U.S. Embassy in Bangkok • Graduate student assessment report submitted to PKU and MU
Constant comparative analysis	• Five multiperspectival reflective essays per student, including uncritical, local, mutual, global, and identity gaze perspectives
Peer debriefing	• Journals and research logs by faculty leaders • Field notes by faculty leaders • Postreflection dialogues among faculty leaders

involved content analysis, thematic coding for the student essay reflections, and peer debriefing among the Thai and U.S. faculty. Multiple interpretations were considered before presenting the interpretation put forward in this article.

First, researchers conducted a critical contextual analysis of planning documents and the final assessment report to provide context to the findings (Bowen, 2009). Researchers analyzed a graduate student–written assessment report submitted to PKU and MU, where students expressly reflected on their personal and professional identities as engaged scholars, as well as an assessment report submitted to the U.S. Embassy in Thailand. Researchers also reviewed field notes used to capture their thoughts, feelings, and reflections before, during, and immediately after site visits, as well as research logs and journals.

Second, researchers then coded participants' reflective essays using open and axial coding simultaneously to revise and adjust codes and categories (Corbin & Strauss, 2015). The GCCE initiative uses methods derived from visual sociology to encourage a multilayered and multiperspectival understanding of locality by asking students to view situations they encountered during the initiative through multiple gazes (cf. Prins & Webster, 2010). Photo essays for each of the following five gazes were assigned and analyzed:

- uncritical gaze—how "we" see "them"
- local gaze—how "they" see the "nearby"
- mutual gaze—how "they" see "us"
- global gaze—how "I" see "globalization"
- identity gaze—how "I" see "myself"

These five ways of positioning themselves throughout the GCCE initiative allowed students to become more self-aware in the context of the hierarchical power relations in engaged scholarship and explore ways their actions challenge or perpetuate these relations. Students also wrote a synthesis essay that drew on all five photo essays to reflect on the relevance of their experiences abroad to their academic identities, responsibilities, and commitments as engaged scholars. We organized the essays and identified themes and patterns discussed by each participant, paying particular attention to impacts related to the four learning goals of the GCCE initiative (Hays & Singh, 2012). Themes across participants were developed through a constant process of comparisons as key themes emerged (Corbin & Strauss, 2015). Data were used for formative feedback provided to students related to their development as engaged scholars and to assess the early stage impacts for the four learning goals outlined previously.

Finally, researchers engaged in peer debriefing, where multiple interpretations of the data were explored. The researchers utilized extended reflection among the Thai and U.S. faculty who led this program and were part of all day-to-day activities. As a Thai faculty member who researches international education and community engagement, the first author was familiar with Thailand 4.0 and the political complexities of integrating engaged scholarship in graduate education at Thai research universities. Likewise, as a faculty member with research

interests in international development, the second author understands the dynamics of reciprocity and mutuality in international partnership development. The third author is Thai and works as a full-time international educator in the United States who spans the world of research and practice, as well as Thai and U.S. culture.

Findings

The analytic process resulted in three themes: valuing local knowledge, global environmental justice, and learning with the natural world. We outline each theme below and provide examples, then discuss the early-stage impacts of the findings on the development of the GCCE initiative.

Valuing Local Knowledge

Doctoral programs at research universities like MU and PKU are often narrowly focused and highly specialized. In contrast to this narrow approach to doctoral education, one Thai student reflected on how community-engaged learning heightened the ethical aspects of learning that values local knowledge and local practice: "Engagement with the community is particularly important in the context of greater equality in higher education. . . . I now see engagement as a learning process and outcome that encompasses multiple forms, including service-learning, community-based learning, and engaged scholarship." In the student-written assessment report submitted to the U.S. Embassy in Thailand, Thai graduate students reflected on transformations in their perspectives from participation in active learning, which is quite different from the formal, lecture-based pedagogies they had experienced in prior graduate-level work. The group report highlighted how local contexts manifest the effects of globalization and how "our choices and actions may have repercussions for people and communities locally, nationally, or internationally."

Graduate students recognized that cross-border academic cooperation is needed to contextualize global issues in local contexts through academic partnerships:

> The relationship between the students and the connection between both universities is the most important thing I gained from this academic cooperation. . . . I see myself as an engaged scholar who seeks to understand the background and the context and apply it to understand the higher education systems of those countries for better results.

U.S. and Thai students reflected on the role of higher education institutions in the collectively-written assessment report "in terms of local community development in support of civil society, especially in a knowledge-based global economy" and the "productive interaction between the university and the wider community." The engagement with local communities and government officials prompted U.S. students to note the need for "reciprocal partnerships with public, private and nonprofit organizations in communities (local, regional, statewide, national and global) to address critical social issues." Thai graduate students wrote about the importance of forming "relationships between the students and the connection between both universities" as the basis for "tight and sustainable in the academic cooperation" to address global issues through engaged scholarship.

Global Environmental Justice

A common theme across the U.S. and Thai student reflections involved awareness of power and privilege, and the need to resist inequality and unfairness from the accelerating ecological crisis. Community-engaged learning about the Thai sufficiency economy led several Thai and U.S. students to link issues of economic inequality to unequal power relations in the benefits and burdens of globalization:

> For me, civic engagement means resisting inequality—raising awareness of social justice as an element in both sustainable development and the improved welfare of all people. Citizen scholars recognize the impact of unequal power and access to resources; appreciate that actions have both intended and unintended consequences on people's lives . . . their scholarship is marked by the motivation and commitment to take action to contribute to a more just world; to challenge racism and other forms of discrimination, inequality, and environmental injustice.

One graduate student reflected on engaged

scholarship and sustainability issues in higher education, linking global climate change with the need for a realignment of higher education within the global economy. They reflected on privilege for the dominant groups in the U.S. and Thailand and the mistreatment of nondominant minorities in both countries:

> Engaged scholars develop a sense of awe at the variety of peoples and environments around the world and value biodiversity. They understand the impact of the environment on cultures, economies, and societies; appreciating diverse perspectives on global issues and how identities affect opinions and perspectives and understand the nature of prejudice and discrimination and how they can be challenged and combated.

A U.S. graduate student reflected on profound shifts in their understanding of "global citizenship" from an abstract academic definition to one that includes concrete realities, like sea level rise, which has uneven material effects on the home cities of MU and PKU:

> Engagement, for me, recognizes how the same situations are linked—the same situations occur in different countries and regions on different sides of the world. We learned about "global citizenship" in the textbook, but in this partnership, I experienced what it means to be an engaged scholar in a local and global context simultaneously—the local is the global—they are linked—I am linked to other graduate students across the world—the relationships between the students and the connection between both universities are the most important things I have gained from this academic cooperation.

A Thai student reflected on their lack of awareness of economic inequality beyond their experience growing up in Bangkok. They reflected on how community-engaged learning helped them discover the need to construct knowledge with local people:

> I feel like I, even more, understand about the difference and the diversity of the people in the difference regions. Even for Thai students, like me, we understand more about the way of living of the farmer and the people in the rural areas outside of Bangkok. Engagement with our community partners ignited me to open my mind to accept, respect, appreciate, and learn from people's way of living as just as valuable as the traditional academic knowledge we engage in graduate school.

Glocal learning raised critical questions about their identity or unexamined questions about their academic identities, responsibilities, and commitments as engaged scholars. The experience raised epistemological questions about the value of indigenous knowledge and economic questions about global systems of power. For a number of students, the experience prompted more than mere intellectual critiques; it also raised unexpected ontological questions that allowed them to rediscover a sense of connection with their embodied experience and affirm relationships with all human beings and living creatures.

Learning With the Natural World

Student reflections involved profound shifts from viewing learning as separate and autonomous to viewing learning as interconnected and relational—from anthropocentric and provincial to more ecological and inclusive of all living things. Students reimagined their place in the world as "engaged scholars" who see themselves as inseparable from the ecosystems they inhabit. One student wrote that their identity as an engaged scholar now reflects a system of "community networks, attachment, and capacity" they discovered through the GCCE initiative, which contrasts with a more individualistic view of the self predominant in Western cultures.

Thai and U.S. graduate students also transformed their understanding of the need to revitalize marginalized knowledge and include experiences of other-than-human beings. Multiperspectival reflections in the photo essays also suggested meaningful shifts in students' understanding of their identities, especially related to their connection to the environment and the natural world:

> The discussion [from Thai graduate students] about humans and the black panthers made me rethink

> "global citizenship." They shared how social movements in Thailand demand rights for black panthers, but the government is silent. The discussion helped me realize that citizenship is not only concerned with human rights but animal rights too, which has transformed my view of "diversity" entirely and my connection with the world.

Students described a forum that involved in-depth dialogue about the recent slaughter of a black panther in Thailand, which "made them realize that global citizenship and civic engagement is not only an abstract concept but it is absorbed in our way of living . . . and not only of concern in terms of human rights but also animal rights too."

Impact and Future Directions

Research universities in ASEAN nations have an increasingly important role for states and societies. Faculty and graduate students at these universities experience immense pressure to narrowly focus on traditional research to build up their institutions' prestige and enable their recognition as world-class universities (Rungfamai, 2017). The analysis exemplifies the complex and dynamic nature of the preparation of engaged scholars. Engaged scholars can address the role of higher education in social and economic development with an understanding of how local histories (local) and economic globalization (global) shape their work. The GCCE initiative identifies four learning goals to construct an analysis of how sustainable international partnerships for graduate education might be designed, as well as a framework for how such partnerships might be sustained. The design and framework developed through this international partnership apply to other emerging countries as a valuable means to prepare the next generation of engaged scholars. The initiative's impact continues to be enhanced by extensive postreflection dialogues among faculty leaders who have developed strong, trust-based relationships that allow for honest exchange of critical and constructive feedback.

First, the analysis exemplifies how international partnerships develop graduate students' identities as engaged scholars while heightening awareness of their complicity in harmful local and global systems of power. The findings highlighted in this article were shared with all stakeholders in the GCCE initiative—including faculty members, community partners, and graduate students. The stakeholders identified ways for the initiative to change based on early-stage impact findings. For example, Thai and U.S. graduate student narratives were shaped by their imagined position as "host national" and "international," which resulted in the decision for PKU and MU to take turns as the host site.

Furthermore, all stakeholders noted that the connection between humans and ecologies comprising all living creatures emerged as an unexpected theme among Thai and U.S. graduate students. The world is suffering from the tragic consequences of environmental devastation, and the home cities of PKU and MU are suffering the loss of property and security from sea level rise. The accelerating ecological crisis is heightening social inequities and requires the meaningful involvement of all people. Students felt the need to move beyond learning about the world from a distance to learning with the world as they remake it through forms of engaged scholarship experienced during the GCCE initiative. The faculty committed that future GCCE initiatives would focus on fundamentally reconfiguring the role of education to help graduate students radically reimagine their place in the world as "engaged scholars" who see themselves as inseparable from the ecosystems they inhabit.

Finally, discussions on practical steps were needed to ensure the GCCE initiative would be sustainable in terms of funding, logistics, and learning. The report to the U.S. Embassy in Bangkok outlined a long-term plan to "tie the relationship between [PKU] and [MU] to tight and sustainable in the academic cooperation." Figure 1 outlines the different components of the long-term planning model for sustainability coconstructed among all stakeholders after reviewing the findings highlighted in this article. Faculty, students, and community partners coconstructed a sustainable glocal learning model in project, management, and learning design as a basis for long-term academic cooperation. We believe this framework applies to similar international community-engaged partnerships focused on graduate student preparation as engaged scholars.

Project design processes are critical to ensure the initiative is based on all univer-

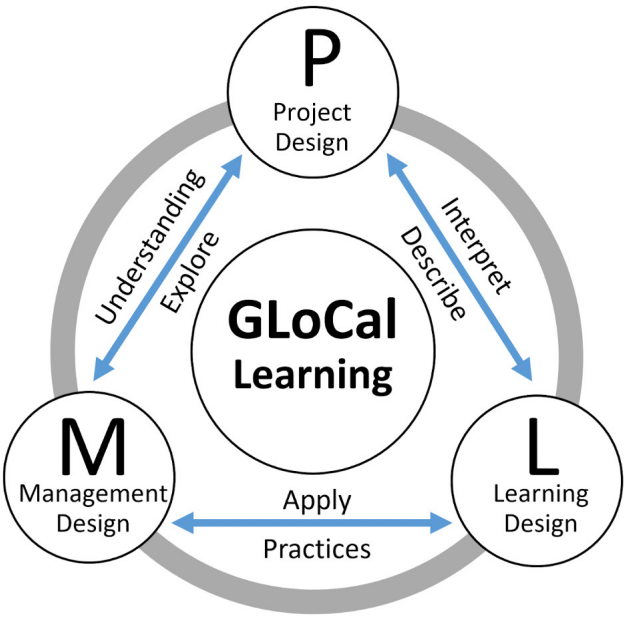

Figure 1. "3D GloCal Learning Model" for International Collaboration to Develop Graduate Students as Engaged Scholars

sity partners' needs and mutual benefits. Learning activities need to be designed for engagement in active learning by all participants, ranging from community college leaders to government officials. The project design includes collaboration with community partners to determine mutually beneficial areas of interest, as well as how to align the initiative with graduate students' skills, knowledge, and expertise. Management design processes are crucial to success in planning and budgeting. Both partners commit time and energy to organize the logistics of the on-site exchanges and discussions, including preparing agendas, coordinating schedules among internal stakeholders, and communicating with colleagues about opportunities to engage with graduate students. Learning design processes are developed based on expected outcomes and the coconstructed graduate course that students enroll in at PKU and MU as part of the GCCE initiative. The learning design must support graduate students as they experience the psychological, emotional, and intellectual demands of engaged scholarship. Support from faculty members is critical when graduate students engage in unfamiliar contexts, especially when the experience is designed to have real-world implications for the partner institution and community.

Our analysis contributes valuable non-Western perspectives on how international partnerships between universities prepare graduate students as engaged scholars for a sustainable world. The findings challenge narrowly focused graduate preparation that research universities in newly industrialized countries undertake to attain world-class status. The focus on world-class status often comes at the expense of engagement with local, regional, and national communities. The GCCE initiative challenges university faculty and administrators to rethink and question assumptions about how graduate education might be used to prepare faculty to act effectively and responsibly for a more peaceful and sustainable world (UNESCO, 2015). Our findings exemplify the importance of international community engagement for research-oriented universities in ASEAN countries and other emerging countries. International partnerships for the preparation of graduate students challenge deeply embedded beliefs about knowledge, develop more interrelated identities, and foster a multiperspectival understanding of reality. The formation of reciprocal relationships with international universities prepares graduate students as engaged scholars through glocal learning for a more sustainable world.

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