



Association of International Education Administrators
Leaders in International Higher Education

Fall 2016 Presidential Message

Dr. Gil Latz, AIEA President



In my first Presidential Message, I shared the thinking behind convening the AIEA 2016 Annual Conference on the theme, *Building a Better World: The Academy as Leader* (AIEA 2016).

As noted there, the 2016 conference was organized around a key issue: “... ours is a century of clear and present globalization. In response to the phenomenon of globalization, colleges and universities are increasingly recognizing that local and global are part of the same system, that one cannot be understood without reference to the other, and that the local communities in which they are located—urban, rural, and regional—must now be viewed as globally embedded.”

The earlier column:

- identified several strategies for furthering campus discourse on internationalization as “the process of connecting a university's teaching, research, and engagement activities to the global networks that frame 21st century life;”
- observed that “higher education is both an academic and a civic institution, one capable of addressing global issues...that simultaneously have local and global dimensions;”
- the value of comprehensive campus internationalization by creating high profile leadership projects that address the grand challenges of the day.”

Global leadership projects with local dimensions can come in many forms; here I share three that, while focused on the work of colleagues in the community I reside, are nonetheless representative examples of comparable activity taking place—and encouraged—in AIEA member institutions around the world.

Local

The analysis of Burmese refugee immigrant communities is a research project associated with the Indiana University Lilly Family School of Philanthropy. It focuses on projects that assist in the integration of the Burmese immigrant refugee community in Indianapolis, Indiana. Employing an ethnographic approach, findings reveal that a broad range of civil society actors— non- governmental and faith based, both



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internal and external to the refugee community— support Burmese refugee immigrants by prioritizing various unmet basic needs, youth and adult education, culture and ethnic preservation, and global social justice advocacy. This study confirms the need for collaborative governance in addressing the integration of Burmese refugee immigrants with the larger community and discusses the intriguing idea of civic virtue as a feature of such community projects and university research and partnership (He 2016).

National

The Global Cities Initiative is a joint project of the Brookings Institution and JPMorgan Chase that includes 28 US metropolitan areas; Indianapolis, under the leadership of the Indy Chamber, joined this peer learning network in 2013. GCI assists metropolitan leaders seeking to advance and grow their regional economies by strengthening international connections and competitiveness on key economic indicators such as advanced manufacturing, exports, foreign direct investment, and traded sectors. Activities include producing data and research to guide decisions, fostering practice and policy innovations, and encouraging development of regional trade and investment strategies. Higher education institutions figure in the collaborations found in a majority of GCI metro areas. Indiana University-Purdue University Indianapolis assisted in the formulation of and research for the *Indy Chamber's 2016 Indy Metro Global Trade and Investment Strategy*, as part of the *IUPUI Strategic Plan, Our Commitment to Indiana and Beyond*. (Brookings; Indy Chamber; IUPUI 2016)

Global

The Global Public Good: Students, Higher Education, and Communities of Good is a special issue of the journal *Higher Learning Research Communications*. It explores the role of higher education in developing a capacity for creating and sustaining the public good and then acting on this understanding with conviction and intent. The publication's agenda seeks to rethink all levels of education globally, using the power of education to elevate the human community and to make our shared world a better place to live. The essays fall into three sections: conceptual frameworks and considerations, the advantages to communities of global considerations of the public good, and the actual work of institutions in creating a global public, or common, good. The invited editors and authors highlight the role of educated students...as prepared and empowered agents of future actions that will be sustainably transformative in the conduct of their lives. (HLRC 2016)

Thoughtful leadership in theory and practice is evident in these three examples, among the many that could be cited demonstrating the role of the academy in building a better world by addressing grand challenges of the day, locally and globally. As a community of international thought leaders, AIEA and I invite you to document, contribute, and expand our commitment to such important work.



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References:

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