



Leaders in International Higher Education

## 2021 ANNUAL CONFERENCE

*Leading Internationalization in  
a New Era: Collaborating for  
Global Solutions*

# Global Learning in Service to Local and Regional Needs: Innovations in Internationalization and Community-Engagement

## Presenters (in order of appearance)

- Jeff Cohen, University of Washington Tacoma
- Virginia Rowthorn, University of Maryland  
Baltimore
- Svetlana Filiatreau, Virginia Tech
- Wendy Baker, University of South Florida

# What to expect...

- Brief introduction of panel (4 minutes)
- Three brief presentations by our panelists (7 minutes each)
- Facilitated conversation focused on three guiding questions (15 minutes)
- Concluding comments and debrief (5 minutes)

# **What can international education learn from global health education?**

**Virginia Rowthorn, JD, LL.M**



# History of Global Health

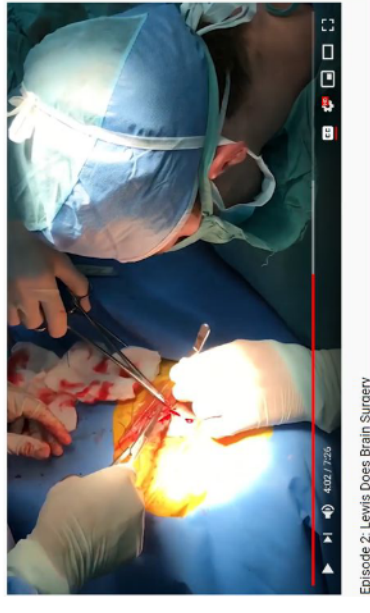


- Tropical medicine – health of colonists (18<sup>th</sup> and 19<sup>th</sup> centuries)
- Religious medical missions (19<sup>th</sup> century)
- International medicine – International Sanitary Convention (1851)
- Post WWII – WHO (1946)
- End of Cold War and Alma-Ata Declaration (1978)
- HIV/AIDS (1990 – 2020)
- Decolonizing global health movement (2020–present)



# Decolonizing global health

- Capacity building
- Community engagement and community-based participatory research
- Equitable partnerships
- Ethical short term experiences in global health
- **Global to local (Global Learning)**



# Global to Local or Global Learning: Two Definitions



- **Research and implementation science**
  - Translation of interventions and programs developed outside the U.S. for adoption, adaptation, and implementation within U.S. communities.
- **Education**
  - Teaching a global perspective or understanding of transnational health issues, determinants, and solutions, and applying that perspective to address health care problems at the local US level.

# Elements of a “Global to Local” Course

- Global frameworks (e.g. human rights) applied to local US problems
- Bi-directional learning (include teachers and/or learners from outside US – virtually or in-person)
- Interprofessional Approach
- Community engagement element
- Experiential/clinical learning element
- Reflective Component



Can a course like this  
be designed to meet  
local or  
regional needs?

# Internationalization Challenges in Business Schools: Practitioner Perspective

Svetlana Filiatreau, Ph.D.

Director of BIT-Cybersecurity Management Program

Director of International Programs (2017-2020)

VT Pamplin College of Business



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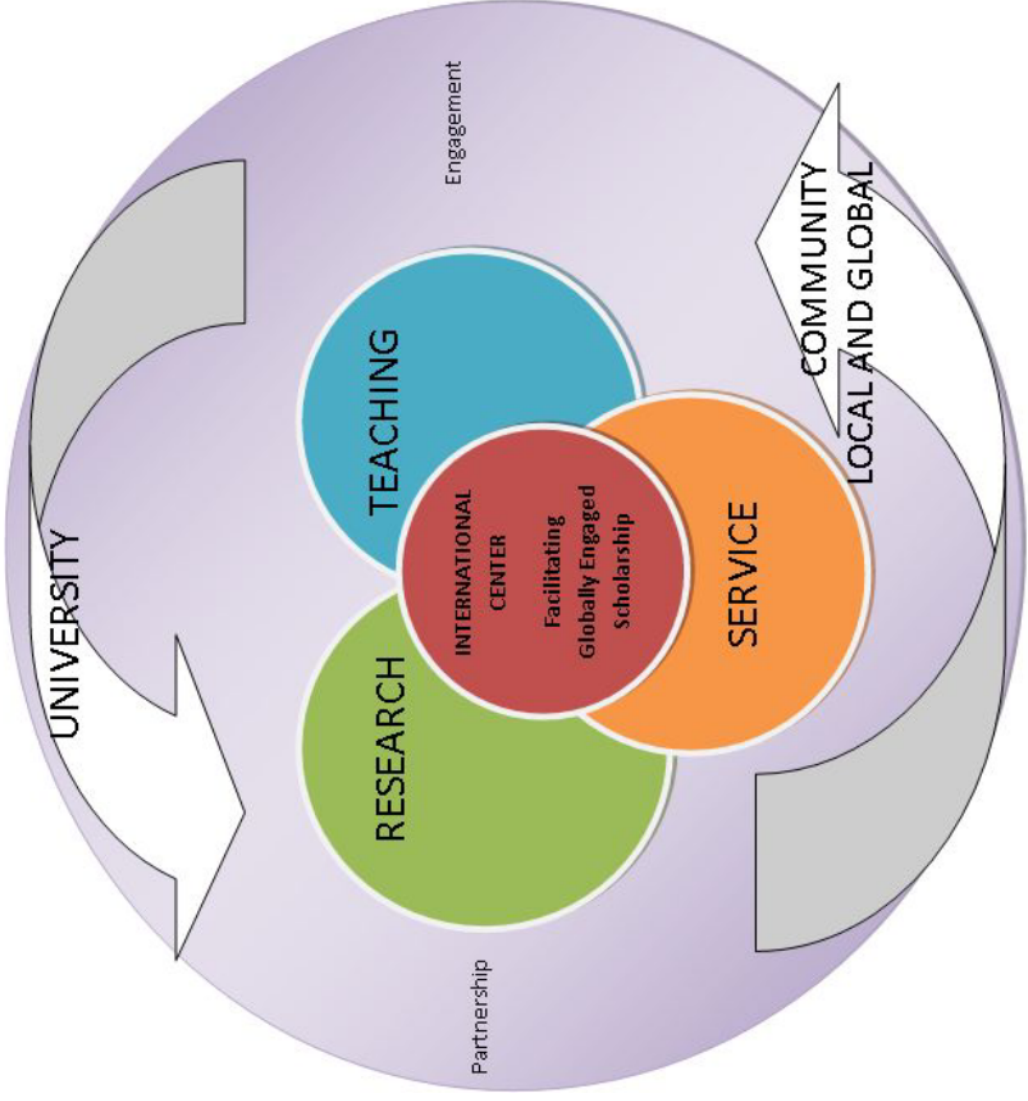
LEADERS  
ON  
LEADERSHIP

CATALYSTS  
FOR  
INNOVATION

ENABLERS  
OF GLOBAL  
PROSPERITY

**VISION**  
**EDUCATION**  
**A COLLECTIVE**  
**FOR BUSINESS**

# Educating Transformational Business Leaders through Globally Engaged Learning



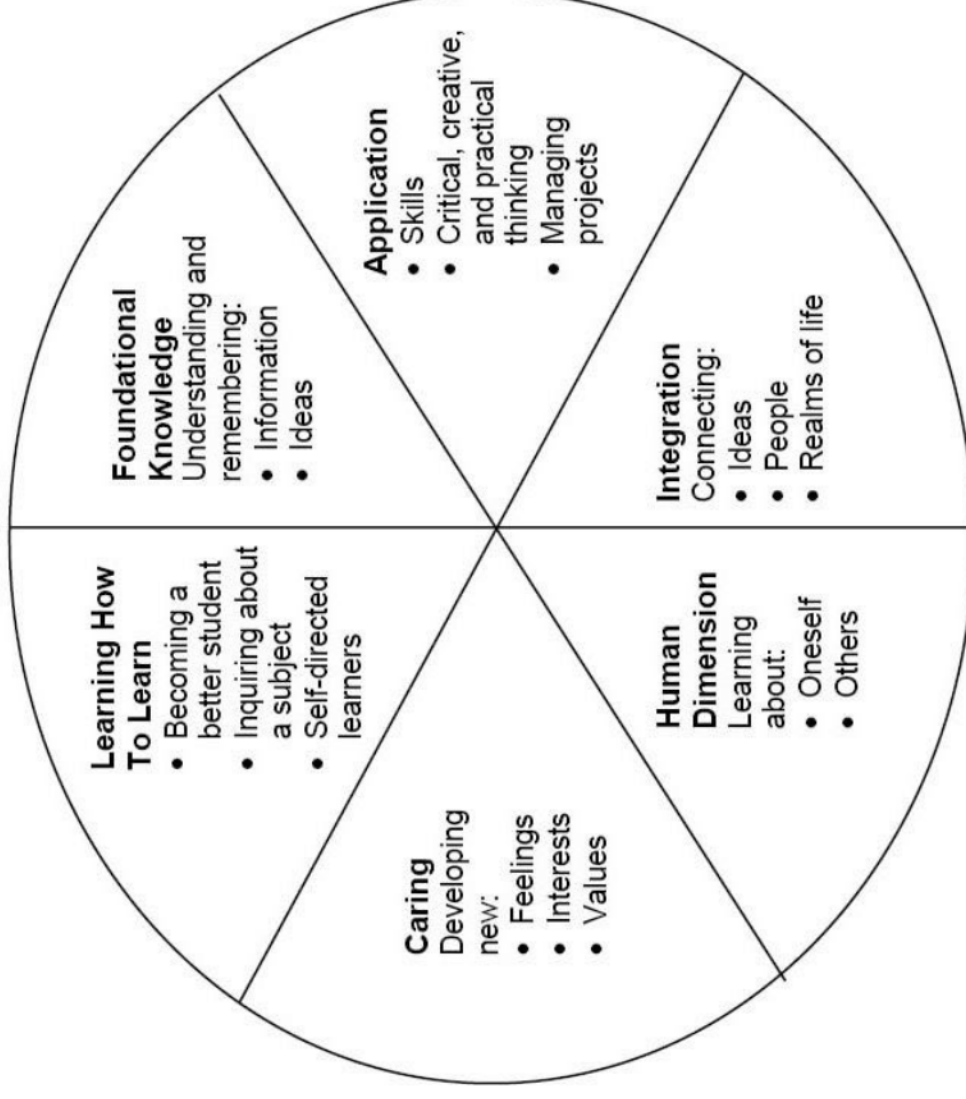
# Considerations for Internationalization in Business Schools and Education for Global Citizenships

- Often international business education does NOT draw on the body of work in higher education internationalization
- Remains silo-ed within business discipline, guided by AACSB and other business school accreditors
- Business programs tend to not coordinate internationalization activities in a strategic manner
- Internationalization is frequently limited to study abroad, which often is not aligned with curriculum
- Business programs are more likely to be aligned with business education networks than with ACE, NAFSA, AIEA or AAC&U's frameworks
- Developmental aspects of Gen Z attributes and values can be better integrated in the practice of teaching and learning (starting with GLOs)

# Taxonomy of Significant Learning

## The Lesser Known part of Significant Learning

- Intentional to work with the left side and create GLOs for:
  - Learning about oneself and others
  - Developing new feelings, interests, values
  - Self-regulation (meta cognitive skills)



A taxonomy of Significant Learning. From: FINK, L. D. (2003). Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses. San Francisco, CA: Jossey-Bass. (p. 30). Source publication

# Framework for International Business Education and Global Engagement



Student global learning:  
Experiential and integrated learning in multiple modalities



Thought leadership:  
Global engagement through faculty international research and professional collaborations



Global impact:  
Strategic partnerships and research-informed community engagement (local and global)



International enrollment management:  
Recruitment, retention, and global alumni engagement

Educating Transformational Business Leaders  
through Globally Engaged Learning



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# Connecting Global Learning and Community Engagement

Wendy Baker

USF World Campus Director, St. Petersburg

University of South Florida



# Community Engagement



<https://public-purpose.org/initiatives/carnegie-elective-classifications/community-engagement-classification-u-s/>

# Internationalization

“Internationalization is higher education’s intentional engagement with that reality [globalization]. It not only impacts an individual institution, but the way an organization and its people relate to their **local, national, and global community.**” - ACE

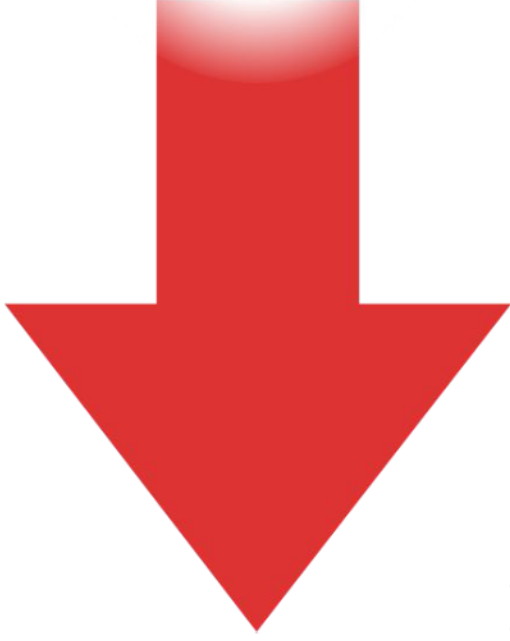


<https://www.acenet.edu/Research-Insights/Pages/Internationalization/CIGE-Model-for-Comprehensive-Internationalization.aspx>



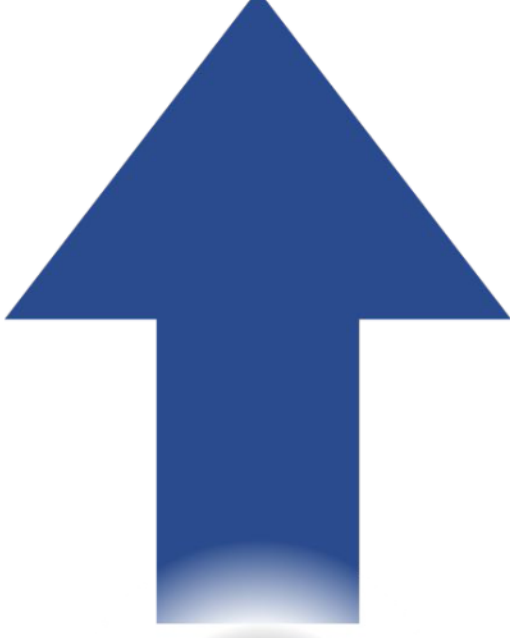
## Community Engagement

- Stewards of Place (AASCU)
- Address Critical Societal Issues
- Collaborations
- Abroad (service learning)



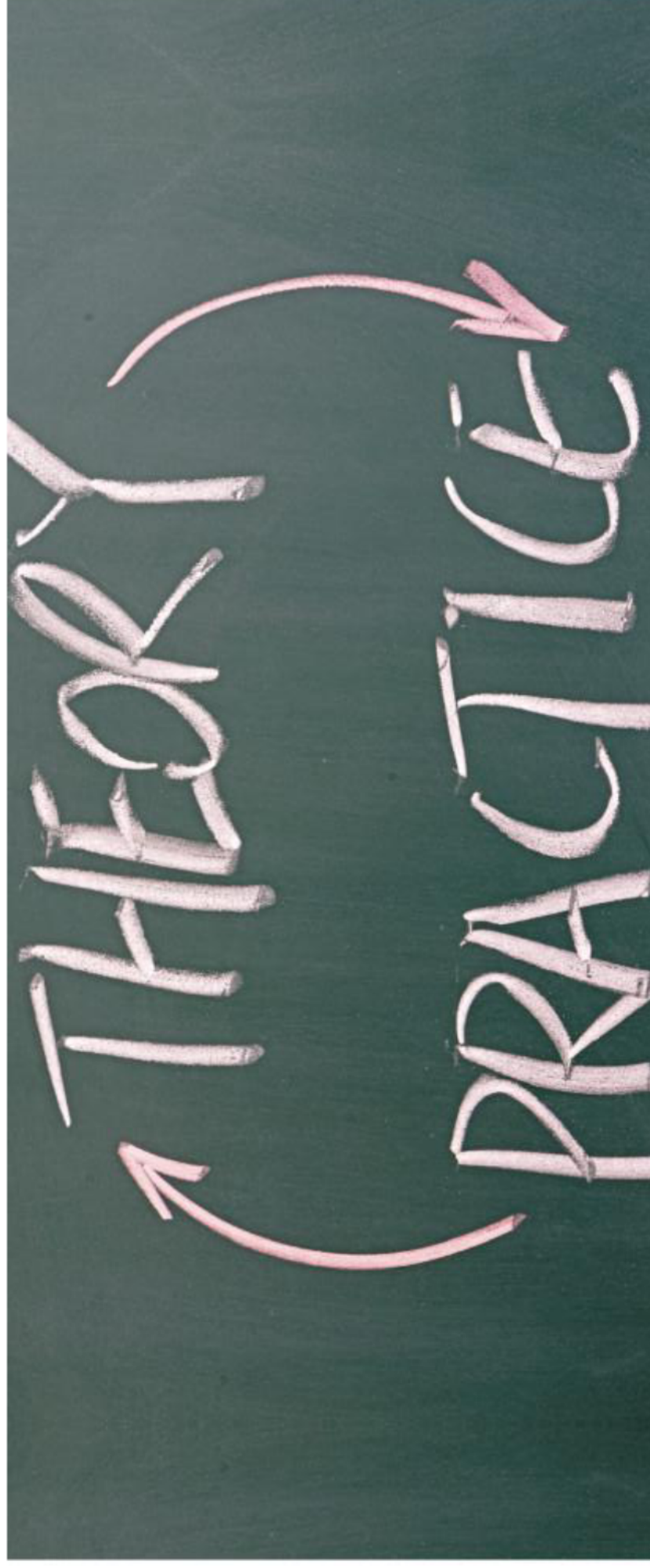
## Internationalization

- Global Learning/Global Citizenship
- Sustainable Development Goals
- Partnerships
- Internationalization at home



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# Examples



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# Tracking Data



# Guiding Question

What are the best practices/methods/structures you implemented at your institution to link global learning and the local community?



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# Guiding Questions

- What challenges and opportunities arise when we consider the Global Health and/or Business contexts presented in this panel?
- What critical ethical and pedagogical questions must be asked when designing global learning for local impact?
- What are some promising practices/methods/structures you have implemented at your institution to link global learning and locally/regionally focused community-engagement efforts?