



2018-2020

## UMB's Internationalization Laboratory Final Report: Improving the Human Condition Globally

FINAL REPORT • NOVEMBER 1, 2020

UMB OFFICE OF THE PRESIDENT • UMB CENTER FOR GLOBAL ENGAGEMENT



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**COVER:** Captured in the Democratic Republic of Congo (DRC), this image depicted a Centers for Disease Control and Prevention (CDC) public health worker on the left, in the process of training local healthcare workers in routine maternal, and newborn health surveillance methods.

PHOTO CREDIT: PHIL.CDC.GOV

**This report is an invitation to leadership.**

It is not a report on the importance of global learning or a call to create a new priority program. As this document amply demonstrates, the University of Maryland, Baltimore (UMB) is already deeply committed to, and engaged in, global research, education, and service. This, then, is a challenge to the UMB community: to transform and enliven our beloved University by adopting a global approach to all we do. As one of the world's leading institutions of higher education, UMB's mission — to improve the human condition globally — depends on it.

When UMB entered the American Council on Education (ACE) Internationalization Laboratory in 2018, then-President Jay A. Perman, MD, and I saw it as an invaluable opportunity to catalog the impressive number of international activities underway at UMB and to provide a roadmap to integrate global perspectives into all our learning, discovery, and engagement. We did not foresee a global health crisis that would intervene in the process to demonstrate that global engagement has never been more urgent.

A global approach helps **students** develop the knowledge, skills, and dispositions necessary for contemporary professional practice, global collaboration in research and scholarship, and participation in civic life. For our **faculty**, a global approach enlivens faculty scholarship and teaching, expands research opportunities, and provides a pathway to national and international distinction. For our **community and nation**, a global approach links us to the best ideas in the world, contributes to a vital economy, and prepares future world leaders who know and respect science and the free exchange of ideas.

This report reflects the best of UMB and reveals a rich culture of innovation, interprofessional collaboration, and dedication to community-driven global partnerships. As I reviewed the report, it was extremely gratifying to see, woven throughout, a deep appreciation of mutually beneficial international collaborations and the knowledge that UMB has as much to learn from our global partners and collaborators as we have to share.

The COVID-19 crisis impacts UMB's ability to carry out global programs as we once did. This report will be published before we fully understand the threats and opportunities the pandemic has created for our existing global work and for the many global aspirations outlined in this document. However, I firmly believe that over time we will come to find that UMB's global activities are more important than ever and that we must never go back to working in professional or national silos. The call to prepare UMB students for important work on global challenges is stronger than ever.

As we try to imagine a world beyond the immediate crisis of COVID-19, this report provides a framework to help us consider global education in new ways — in courses that take place here in Baltimore, in experiences that are accessible to all UMB students, and in opportunities that utilize online technologies with which we are now more comfortable. And as we venture out into the world again and invite students and colleagues to UMB's campus, it will be with a greater understanding of our shared humanity and the value of international collaboration.



*Bruce E. Jarrell*

Bruce E. Jarrell, MD, FACS  
November 1, 2020





# Global Research Education Service

# Improving the human condition

# globally.



UMB Global Health Summit 2019  
PHOTO CREDIT: MATTHEW D'AGOSTINO

## **UMB Internationalization Steering Committee**

Dr. Joshua Abzug, President, UMB Faculty Senate

Dr. Patty Alvarez, Assistant Vice President,  
Student Affairs

Crystal Edwards, School of Law

Dr. Flavius Lilly, Graduate School

Dr. Caroline Long, School of Social Work

Dr. Nancy Lowitt, School of Medicine\*

Dr. Kate Noonan, School of Dentistry

Dr. Yolanda Ogbolu, School of Nursing

John Palinski, UMB Office of Philanthropy

Meghna Ramaswamy, Medical Student,  
School of Medicine

Dr. Peter Swaan, School of Pharmacy

James Wright, UMB Writing Center

## **UMB Internationalization Leadership Team**

Dr. Bonnie Bissonette, Director, Education Abroad and  
International Safety, Center for Global Engagement

Dr. Bruce E. Jarrell, President, University of Maryland,  
Baltimore

Dr. Flavius Lilly, Vice Dean, Graduate School, and  
Vice Provost, Academic and Student Affairs

Amy Ramirez, Director, Office of International Services,  
Center for Global Engagement

Virginia Rowthorn, Assistant Vice President for  
Global Engagement, Center for Global Engagement

Dr. Roger J. Ward, Interim Provost and Executive  
Vice President, and Dean, Graduate School

## **Contributors**

Monica Bradik, Global Program Specialist,  
UMB Center for Global Engagement

Mark Emmel, Director, UMB Organization and  
Employee Development

Dr. Miriam Laufer, Associate Director for Malaria  
Research, and Assistant Dean for Student Research  
& Education, School of Medicine

Nicole Palmore, Senior Consultant, UMB Organization  
and Employee Development

Dr. Devang Patel, Assistant Professor and Director,  
Infectious Diseases Telemedicine & Medical Education,  
UMSOM

Dr. Diane Marie St. George, Associate Professor and  
Director, MPH Program, UMSOM

Dr. Kristen Stafford, Associate Professor and Associate  
Director, Center for International Health, Education,  
and Biosecurity, UMSOM

The UMB Internationalization Leadership Team and  
Steering Committee extends a special thank you  
to Dr. Robin Helms, Deputy Chief Innovation Officer  
and Principal Internationalization Strategist at the  
American Council on Education, for her unflagging  
support, creativity, flexibility, and guidance during  
the internationalization process. She kept us moving  
forward, enthusiastic, and over two years has become  
a true mentor and friend.

The UMB community is indebted to the following  
students who participated in the 2018 President's  
Symposium and White Paper Project that tackled the  
topic of global literacy. They recommended UMB's  
participation in the American Council on Education  
Internationalization Laboratory and, although they  
have graduated, the impact of their recommendations  
will live on far into the future:

Wesley Chan, MD, University of Maryland  
School of Medicine

Saniya Chaudhry, PharmD, University of Maryland  
School of Pharmacy

Molly Crothers, RN, University of Maryland  
School of Nursing

Rhiya Dave, MPH, University of Maryland  
School of Medicine

Alexandra Huss, MSW, University of Maryland  
School of Social Work

Esther Kimani, PharmD, University of Maryland  
School of Pharmacy

Nana Akua Tufuoh, JD, University of Maryland  
Francis King Carey School of Law

Sheridan Todd Yeary, PhD, JD, University of Maryland  
Francis King Carey School of Law

And their faculty supervisor: Courtney Jones Carney,  
MBA, Executive Director, Intercultural Leadership and  
Engagement Center

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\*Dr. Lowitt passed away on May 18, 2020, just as UMB was  
finishing the internationalization process. Dr. Lowitt was  
the Senior Associate Dean for Faculty Affairs & Professional  
Development at the University of Maryland School of  
Medicine. Her warm personality and contributions to the  
internationalization process were greatly appreciated and  
her loss is mourned by all at UMB.

## COVID-19 Addendum to Internationalization Report • November 1, 2020

When UMB embarked on the internationalization process, little did anyone imagine that a global pandemic would put a halt to the process just as it was wrapping up, changing every assumption, plan, and aspiration developed during the past two years. Is the report, then, stale upon arrival? Or is it the foundation upon which UMB rises from this crisis, affirms the global values and aspirations contained herein, and moves toward a future where global learning is embedded in all we do, accessible to all students, and driven by the hard-earned recognition of our shared vulnerability but also our shared strength?

We believe the latter and share this report with the understanding that global activities at UMB will likely be characterized in pre-COVID-19 and post-COVID-19 terms. This report documents a vast range of global activities that will slowly resume as we return to campus and to the countries where our collaborators live and work. These activities will probably look different for a long time and, in that sense, this report represents the pre-COVID-19 past. But more importantly, this report demonstrates UMB's unflagging dedication to learn, serve, and research with communities and scholars around the world. That impulse has not been erased by the virus and, in fact, will find fuel in the urgency the pandemic created to share knowledge across borders and to fight common enemies. It will be much easier to transform and reaffirm UMB's global commitments knowing, as we do from the internationalization process, the strength of our foundation and the tenacity of our collective will to make a difference around the world.

There is already evidence that the internationalization process strengthened UMB at just the moment such strength was needed. As the pandemic unfolded in February, the first issue of concern for the University was identifying staff, students, and faculty traveling or living overseas, reaching out to our international students and scholars in Baltimore, and urgently keeping track of travel restrictions. This immediately brought to the foreground our global assets and the vast reach of UMB into all corners of the globe. Because of the work undertaken during the internationalization process, the information needed to marshal people and resources to address these concerns was at our fingertips.

As the pandemic progressed and international travel was prohibited, UMB's seven schools and the Center for Global Engagement engaged in the sad process of canceling overseas programs for faculty and students and learning from our international partners that they were canceling their visits to Baltimore. This highlighted the vast number of international exchanges happening across campus and all the richness and opportunity for shared learning that such exchanges represent.

However, while we can all agree on the transformative importance of in-person experiences, international travel was never available to everyone. COVID-19 has forced us to be creative about how we deliver global education, and this creativity in the face of crisis will lead to a menu of more accessible global learning options in the future. This can already be seen in Collaborative Online International Learning (COIL) courses created at the University of Maryland Francis King Carey School of Law and the University of Maryland School of Social Work for which faculty co-created syllabi with their counterparts in Malawi and Botswana so that UMB students could learn together with their African counterparts. Although not face to face, there is nothing more familiarizing, bonding, and collaborative than students sitting in two different countries working on a joint project, sharing information on

WhatsApp, working to deadlines, and co-presenting joint projects. In the next months and years, this bold creativity, our forced familiarity with Zoom, and our determination to reach out to global partners will drive innovation that is more authentic, more accessible, and more visible in all areas of the curriculum.

As we write this, the International Team of the UMB COVID-19 Recovery Task Force is gathering data on, among other things, the impact of the pandemic on international students, postdocs, and visitors. We are trying to understand the ramifications of having fewer international passport holders on the Baltimore campus and the resulting loss of rich diversity and lively exchange of ideas. This is overlaid by a difficult immigration atmosphere that further threatens our vibrant community. So, in addition to a call for innovation, internationalization is also a reminder of what we stand for as an institution and a call for advocacy.

All universities are struggling with how to respond, recover, and rebuild from the pandemic but few have taken the steps that UMB has taken to protect its global enterprise and its global aspirations. From the creation of an international team among the 12 UMB COVID-19 recovery teams, to the rapid embrace of the COIL method of teaching, to the inclusion of two international UMB researchers on President Bruce E. Jarrell's weekly town hall presentation, UMB's leadership has demonstrated its dedication to global learning, service, and research during this crisis.

As we move forward, this report and the values described in it stand as our guide to a global future that will shine in ways we never expected and in ways we will co-create with colleagues at UMB and abroad. As always, UMB will innovate and advance the education, service, and research necessary to improve the human condition, globally.



Virginia Rowthorn, JD, LLM  
Assistant Vice President for Global Engagement  
University of Maryland, Baltimore



Bonnie Bissonette, EdD  
Director, Education Abroad and International Safety  
Center for Global Engagement



Amy B. Ramirez  
Director, International Services  
Center for Global Engagement



Students from Xi'an Jiaotong University's School of Stomatology in Xi'an China visit the UM School of Dentistry in 2019 as part of a bi-directional exchange program.

PHOTO CREDIT: KATE NOONAN

## EXECUTIVE SUMMARY

# Internationalization at University of Maryland, Baltimore: 2019-2020

## Introduction<sup>1</sup>

The University of Maryland, Baltimore (UMB), Maryland's public health, law, and human services university, is comprised of six professional schools (the schools of Dentistry, Law, Medicine, Nursing, Pharmacy, Social Work), and the interdisciplinary Graduate School. Opened in 1807, UMB has a long and rich history of serving the state of Maryland as well as extending the University's reach across oceans and continents to learn with and from partners around the world. Visionary UMB leaders have always understood that engaging with international scholars and communities makes the University stronger at home. Doing so allows faculty to engage in the world's most relevant global research initiatives and bring the best ideas home to Baltimore.

UMB's participation in the American Council on Education's (ACE) Internationalization Laboratory was the first time the full University community came together to catalog and celebrate international efforts and dream about UMB's global future. By understanding UMB's past and present global engagement, and reaffirming University values, the Internationalization Steering Committee created a framework to guide global engagement into the future — a future that will be stronger through collaboration across schools and through robust partnerships with international partners. This report on internationalization at UMB is the culmination of a two-year process that engaged faculty, staff, and students from all schools, as well as over 20 campuswide departments. One of the most gratifying aspects of the process was the pride that emerged as the depth of UMB's international involvement became clear. The shared passion to move forward together to support ethical, sustainable, innovative, and accessible global programs for students, faculty, staff, local community, and international partners is clearly reflected in this report.

## Background

In the 2017–2021 University of Maryland, Baltimore Strategic Plan, one of the six themes is “Health, Justice, and Social Impact,” the strategic objective of which is to “[d]eepen and expand local and global engagement by providing health, legal, and social work programs, and engaging in research to promote social justice and improve health.” To move forward on this important goal, in 2018, the annual President's Symposium and White Paper Project<sup>2</sup> tackled the topic of global literacy.

Every year, an interprofessional group of student fellows in the President's Symposium and White Paper Project researches a topic that affects the University and, after a year of study and reflection, the group produces a white paper that makes recommendations for the campus. In the fellows' 2018 report, they defined global literacy as “cross-cultural fluency and responsiveness in understanding, engaging, and communicating in an interconnected world.” One of the fellows' recommendations was for UMB to join the ACE Internationalization Lab.

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<sup>1</sup>Note on the use of “global” and “international” in this report: “Global” refers to the interrelated nature of conditions, issues, trends, processes, and events around the world, while “international” is used to refer to geographic locations and travel to, or work in, those locations. In that sense, it may have been more appropriate to refer to the last two years as “globalization” rather than “internationalization,” but we adopted the name given to the process by the American Council on Education.

<sup>2</sup>A joint initiative of the President's Office and the Office of Interprofessional Student Learning & Service Initiatives. See <https://www.umaryland.edu/islsi/presidents-initiatives/symposium-and-white-paper-project/>

## **ACE Internationalization Laboratory and Comprehensive Internationalization**

ACE is a nonprofit U.S. higher education association with expertise in guiding universities through the process of understanding global strengths and developing a strategic plan for institutional global activities. About 20 years ago, ACE began formally offering a “laboratory” to help cohorts of universities undergo “comprehensive internationalization.” ACE defines the concept as follows: “Comprehensive internationalization is a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.”

In a speech at UMB’s inaugural Global Health Summit in May 2019, then-UMB President, Dr. Jay Perman, offered a homegrown definition of comprehensive internationalization:

“It’s time to move away from ‘random acts of internationalization.’ It’s time to do more — to figure out how we can capitalize on each other’s expertise; how we can better collaborate with one another and learn from one another; how we can leverage economies of scale, and share the systems, practices, and protocols that have proved most effective.”

UMB entered ACE’s 16th internationalization lab cohort in August 2018 with 10 other universities, including, of note, the University of Maryland, Baltimore County. With the support of an ACE mentor (Dr. Robin Helms), UMB began by assembling a campuswide Internationalization Steering Committee composed of a representative from each school as well as key campus leaders. In addition, a Leadership Team composed of senior University leaders and Center for Global Engagement staff was charged with coordinating the lab process. The Steering Committee analyzed the current international activities and goals at each school; compiled information and recommendations from central administration entities that have a role in global activities on campus; articulated institutional goals for global activities; and formulated a strategic action framework to guide internationalization efforts into the future. The internationalization process was also informed by contributions from student organizations, research conducted by the Health Sciences and Human Services Library (HS/HSL), a survey conducted by the Faculty Senate, and two strategic planning sessions conducted on campus with global health and education stakeholders.

## **UMB Individual School Reports**

Led by the Steering Committee representative, each of the seven schools on campus convened internal teams to catalog current global activities; develop goals for future global activities; articulate how global engagement aligns with school priorities; and delineate recommendations for the school and for the campus to support and elevate global engagement. The school reports are summarized in this document.

## **Faculty Survey**

The UMB Faculty Senate conducted a survey of faculty global activities. A total of 719 faculty members (out of 2,800), representing all schools, responded, with 263 individuals

## UMB's Global Assets

UMB is a renowned global health and education powerhouse with assets across all our schools working to improve the human condition globally.

### UNIVERSITY OF MARYLAND SCHOOL OF MEDICINE

Global leader in vaccine development, disease surveillance, and reducing child mortality rates, based on 40-plus years of research and service

First research institute in the United States to link basic science, population studies, and clinical trials to develop new vaccines and treatments for HIV

First global center to test, develop, and license vaccines for critical emerging diseases such as Ebola, Zika, cholera, and typhoid

Extensive international network with presence in 36 nations, including six African countries

Extensive expertise monitoring HIV/AIDS, including conducting the largest-ever in-country study of HIV

One of the earliest established units in Africa dedicated to prevention, testing, and treatment of vaccine-preventable diseases

### UNIVERSITY OF MARYLAND SCHOOL OF DENTISTRY

Leader in developing oral health education worldwide

International collaborations in oral and craniofacial research

Ongoing commitment to expanding global service and clinical care

### UNIVERSITY OF MARYLAND GRADUATE SCHOOL

Online education and technology expertise

Curricular innovation and flexibility

Accessible programs for local and international students

### UNIVERSITY OF MARYLAND FRANCIS KING CAREY SCHOOL OF LAW

Nationally ranked specialty programs with global components

Human rights and social justice focus

LLM program attractive to international students

### UNIVERSITY OF MARYLAND SCHOOL OF NURSING

Dedicated Office of Global Health and Global Health Certificate Program

Strong global local focus

Expansive global health curriculum

### UNIVERSITY OF MARYLAND SCHOOL OF PHARMACY

Global research and entrepreneurship focus

Globally focused student body

International faculty collaborations

### UNIVERSITY OF MARYLAND SCHOOL OF SOCIAL WORK

Dedicated global faculty lead and office

Semester-long international field placements

Innovative and interprofessional curriculum

stating that they participate in international research, clinical work, teaching, or service (36.58 percent). Extrapolating from these numbers, **the survey indicates that at least 10 percent of UMB faculty are engaged in some form of international activity or teaching.** The main conclusion from the survey is that many faculty members across all UMB schools are engaged in some form of international work, more than the internationalization team knew about, and many more than are captured in any single database or tool currently supported by the University.

## Global Publications

HS/HSL conducted a database review of publications by UMB faculty with at least one international co-author for the years 2015–2020. The report documented a total of 5,243 publications across all schools and a significant increase in the last five years. The United Kingdom, Canada, and China are the countries that UMB faculty collaborate with most frequently. This analysis is evidence of the growing number of international research collaborations at UMB and underscores the importance of nurturing and supporting this critical facet of scholarly output. As a result of this survey and other discoveries, development or procurement of an appropriate database to capture UMB's global activities is identified as a very high priority for the future.

## Internationalization at UMB: Key Findings and Recommendations

The Steering Committee and Leadership Team reviewed the multiple contributions to the internationalization process and analyzed outcomes from strategic planning sessions to develop a set of findings and recommendations for comprehensive internationalization at UMB.

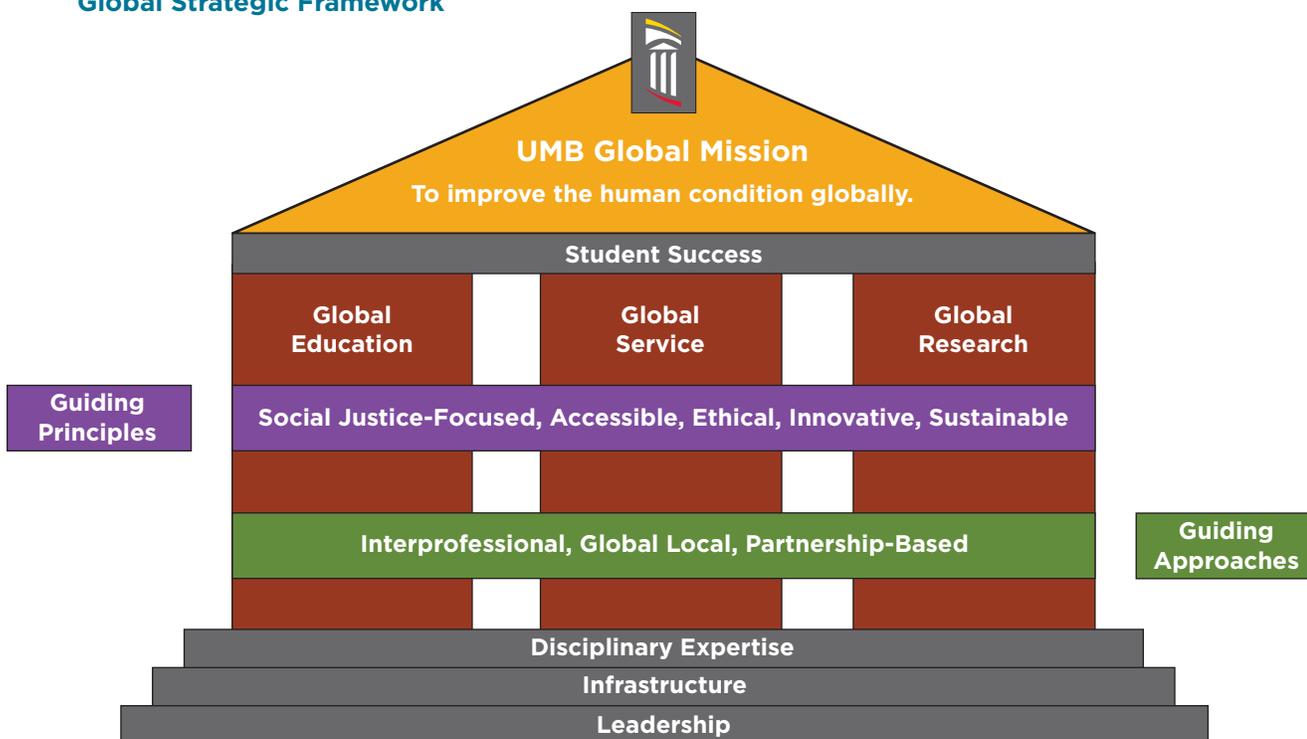
### KEY FINDINGS

1. UMB's global reach is extensive: UMB faculty, staff, and students are engaged in many more global research, service, and teaching activities with more international collaborators than was fully appreciated internally or externally.
2. Pride in UMB's global reach and impact: UMB's global impact, most notably in the areas of global health and vaccine development, and in efforts to improve HIV and malaria diagnosis and treatment, is a source of great pride on campus. With over 40 years of experience engaging with communities around the world to address the most challenging global health concerns of the 20th and 21st centuries, UMB is recognized, particularly on the African continent, as an international global health leader.
3. Support for increased global engagement: There is broad support at UMB to increase global research, service, and teaching opportunities for students, faculty, and staff. Global engagement is considered both desirable and critical because the world's great challenges do not have national boundaries. By engaging internationally, UMB scholars and students join as partners in the most impactful and valuable worldwide research efforts; learn from others while at the same time extending their own expertise; participate in global networks; and build programs at UMB that are attractive to the world's most talented scholars and researchers. Global engagement is also a prudent and valuable way to diversify and expand UMB's funding sources. Funding is increasingly focused overseas and more readily available through collaborations with partners that are familiar with, or eligible for, funding from previously untapped sources.
4. Globally focused education for all students and professional development for faculty is fundamental: Global education is essential for all UMB students to enable them to contribute and thrive in today's diverse practice and work settings. Threading global concepts throughout the curriculum for all students, not just for those who focus on global health, is viewed as vital to the development of future professionals and scholars who will recognize and respond to the global dimensions of everyday life in their own backyards and in their future careers. To foster global literacy for students, faculty development in global education is required, as is attention to program accessibility so that students of all financial means can take part in international learning activities.
5. Strong and coordinated campus infrastructure is essential: Strong central support structures for global engagement are critical. UMB has the technical and logistical expertise in individual schools and at the campus level to support global engagement. However, this expertise may not be widely known or shared and may be unnecessarily duplicative across many offices. Coordination of resources is critical to promote efficiency, support global engagement, and ensure that the fruits of the internationalization process are fully realized in the future.

**KEY FINDINGS CONTINUED**

6. Communication is critical: UMB needs to share global successes internally and externally. Although UMB has long been leading global health efforts on the ground abroad and imbuing students with global values in the classroom at home, successes are not routinely shared internally across schools or with the wider world. A more integrated marketing and communications approach with campuswide content is necessary to solidify UMB’s position as a global leader and to attract the faculty, staff, students, and donors that come with that international reputation.
7. Global engagement should be social justice-focused and follow established ethical guidelines: UMB’s global engagement, from research to service to education, must support the University’s mission to improve the human condition and be driven by the understanding that universities play a critical role in reflecting, defending, and fostering social justice and equity.
8. Interprofessional collaboration is central: Interprofessional education (IPE) is a strong academic and programmatic focus at UMB and a primary focus of UMB’s global engagement. UMB supports an interprofessional approach to global education, service, and research by training faculty in interprofessional methods, increasing the number of interprofessional globally focused courses and clinics, and providing international opportunities and funding for interprofessional collaboration.
9. “Global Local” is a guiding principle: UMB prioritizes a “global local” approach to global engagement that emphasizes reciprocal and mutually beneficial exchanges with overseas collaborators and breaks down silos between global and local (Baltimore/ Maryland/United States) initiatives so that the best ideas can be shared and adapted across borders wherever a need exists.

**Global Strategic Framework**



To align UMB's global activities with the University's values, and to guide future resource allocation, the Steering Committee developed a Global Strategic Framework in both written and graphic form. The framework's foundations — **disciplinary expertise, infrastructure, and leadership** — represent the elements necessary to support a robust and impactful global agenda. The pillars — **education, service, and research** — represent the three pathways through which the University works to meet the global mission: **To improve the human condition globally.**

The Steering Committee agreed that UMB global activities must adhere to a set of guiding principles that reflect institutional values. Activities must be **social justice-focused, accessible, ethical, innovative, and sustainable**. Further, UMB global activities should be designed with approaches that build on UMB's existing expertise and assets: **interprofessional, global local, and partnership-based**. Finally, the Steering Committee acknowledges the critical importance of students in all global activities. As such, **student success** is placed prominently above the modes of global activity, and just under the global mission, visually signifying that all University global activities hold up and support students as they become exemplary professionals, scholars, and leaders in a global society.

## Key Recommendations

Over 200 recommendations arose during the lab process, aimed at improving and elevating UMB's global activities. Some recommendations are school- or program-specific while others are for campuswide action. As the Steering Committee and Leadership Team reviewed, categorized, and prioritized campuswide recommendations, one thing became very clear — there is overwhelming agreement and support for several key recommendations. Each recommendation is tied to one or more elements of the Global Strategic Framework.

1. **UMB DATABASE OF GLOBAL ACTIVITIES:** The need for a central database of global activities was the leading recommendation to emerge from the internationalization process: invest in a real-time, user-friendly, campuswide database that collates and maps various aspects of UMB's global engagement: educational programs, funded projects, international travel, global partnerships, etc., to encourage collaboration across projects and schools, to track engagement and impact, and to share successes.

Infrastructure

2. **INCREASE FUNDING FOR GLOBAL ACTIVITIES:** Create funding sources to support student international experiences as well as seed grants for new international research and teaching collaborations for faculty. One aspect of resource allocation discussions should be a strong philanthropy strategy to support global programs.

Infrastructure

Student Success

Education

Research

3. **INCREASE NUMBER OF ESTABLISHED UMB INTERNATIONAL RESEARCH, SERVICE, AND LEARNING SITES:** Create additional international research, service, and education opportunities for students, trainees, and faculty. Of interest is the concept of “UMB International Sites” for education and research in select countries where UMB has existing partnerships to provide structured, high-quality educational experiences for students and to promote a more strategic approach to international collaboration.

Infrastructure      Education      Research      Service

4. **GLOBAL EDUCATION FOR ALL STUDENTS:** All students should have the opportunity to engage in global learning during their time at UMB. Develop new curricular and co-curricular globally focused courses and clinics for students. Global concepts should be woven through the required and elective curriculum. Develop international immersion courses as well as innovative ways of delivering global curriculum such as Collaborative International Online Learning (COIL) courses. Faculty development opportunities must be offered to support global education. Language instruction options, principally in English and Spanish, with a focus on profession-specific language training, should also be expanded.

Education      Student Success      Guiding Approaches

5. **INCREASE SUPPORT FOR INTERNATIONAL STUDENTS AND SCHOLARS:** Enhance UMB’s focus on, and support for, international students and scholars and create new pathways to celebrate the richness this group brings to UMB’s global community. Create regional affinity groups to nurture relationships between students, clinicians, and researchers interested in engaging in a specific region. UMB should consider supporting a global living and learning community housed on campus to facilitate scholarly and social interaction among and between students from different countries and disciplines.

Student success      Research      Education

6. **BUILD STRONG CAMPUS SUPPORT FOR GLOBAL INFRASTRUCTURE:** Strengthen, coordinate, and share campuswide administrative and support structures to support global engagement, including guidelines and templates for international partnerships of different types (e.g., template memorandums of understanding), shared information technology and online education platforms, travel approval and reimbursement processes, and predeparture training and travel support services to supplement school-specific efforts.

Infrastructure

7. **DEVELOP AND SHARE BEST GLOBAL PRACTICES:** Develop and share best practice guidelines for UMB global engagement so that all members of the community engage in global activities that align with UMB’s guiding principles and approaches. Create an online IPE course with a global theme to teach interprofessional global health concepts to all UMB community members.

Guiding principles      Guiding Approaches

8. **SUPPORT ACADEMIC REWARD SYSTEMS THAT PROMOTE GLOBAL WORK:** Support academic reward systems that specify global work or experience as a consideration in faculty promotion and tenure decisions to incentivize and reward early-career faculty engagement in global work.

Research

Service

Disciplinary Expertise

9. **COMMUNICATE SUCCESSES:** Share global successes internally and externally through an integrated, campuswide communications and marketing strategy to promote UMB as a global health and education leader. Increase the number of globally focused events and engagement activities on campus to create more opportunities for cross-fertilization of ideas and collaboration.

Infrastructure

10. **PROMOTE GLOBAL LEADERSHIP ON CAMPUS:** Create inclusive and interprofessional global leadership training opportunities and structures for faculty, students, postdocs, and staff. Create an interprofessional UMB-wide global advisory committee to work closely with the Center for Global Engagement.

Leadership

## Implementation and Next Steps

The two-year internationalization lab process was an opportunity to see where UMB is now and where the University envisions going globally. As the ACE-facilitated internationalization lab process ends, the strategic planning and implementation process begins. Implementation of strategic planning recommendations will be a complex process of balancing multiple goals with available resources and campus priorities. As the next University-wide strategic planning process begins in 2021, it is the Steering Committee's expectation that critical elements of the Global Strategic Framework and related recommendations will be explicitly incorporated into the University's next strategic plan.

## Celebrating Internationalization's Successes

At the start of the internationalization process, UMB's ACE advisor recommended against putting campuswide global initiatives on hold until the end of the two-year process. Then-President Dr. Jay A. Perman, current President Dr. Bruce E. Jarrell, and others in UMB leadership took that message seriously and, over the last two years, moved seven significant initiatives forward to elevate and incentivize global activities at UMB. These recommendations can now move into the "done" or "underway" categories:

1. **RECOMMENDATION:** Global education for all students  
**INITIATIVE:** GLOBALtimore Fellows Program funded through the President's Transformational Funding Initiative for faculty to add global content to courses and clinics and create innovative online global programming. (spring 2019)

2. **RECOMMENDATION:** Focus on international students and scholars  
**INITIATIVE:** The Office of International Services merged with the Center for Global Education Initiatives to become the new Center for Global Engagement (CGE). The merger supports globalization activities within all University schools and encourages a vibrant international campus culture. (fall 2019)
3. **RECOMMENDATION:** Promote global leadership on campus  
**INITIATIVE:** Assistant vice president for global engagement position created. (fall 2019)
4. **RECOMMENDATION:** Communicate successes  
**INITIATIVE:** UMB Global Newsletter established by the Center for Global Engagement. (fall 2019)
5. **RECOMMENDATION:** Increase funding for global activities  
**INITIATIVE:** President's Global Impact Fund supported through the President's Transformational Funding Initiative. (spring 2020)
6. **RECOMMENDATION:** Develop and share global best practices  
**INITIATIVE:** Graduate Collaborative Online International Learning (COIL) Center of Excellence. (Planned launch: fall 2021)



UMB Global Health Summit 2019

PHOTO CREDIT: MATTHEW D'AGOSTINO

7. **RECOMMENDATION:** Increase number of UMB international opportunities and sites
- INITIATIVE:** Certificate in Global Health Innovation offered in Costa Rica through Graduate School. (Launching fall 2021)
- INITIATIVE:** MS in Global Health offered online through Graduate School. (Launching spring 2021)
- INITIATIVE:** MS in Vulnerability and Violence Reduction offered in hybrid format through Graduate School (developed and taught in collaboration with Coventry University in the United Kingdom and University of Toronto Factor-Inwentash School of Social Work). (Launching fall 2021)
- INITIATIVE:** Scholarship program created by the Graduate School for UMB affiliates working overseas in the areas of global health and research implementation and dissemination (Launched fall 2020)

## Conclusion

This report will inevitably, and splendidly, be outdated the minute it is shared because the appetite to learn from, and with, peers around the globe is an unstoppable force at UMB. New collaborations and new initiatives will continue to be created and launched. The internationalization process and this report demonstrate that UMB is increasing the pace of its global tempo and will very likely meet and even exceed the goals outlined herein. The keys to future success in all things global are the same keys that brought UMB this far – a commitment to social justice and to preparing future leaders who will thrive in diverse settings; disciplinary expertise; strong and supportive leadership; collaboration across schools; and the understanding that UMB is stronger as a university when focused on communities – from West Baltimore to our distant neighbors.



Students from the Carey School of Law traveled to Marj Al-Ghazal in the West Bank in 2019 to learn about the town's use of water reuse technology to grow dates and apricots.  
PHOTO CREDIT: UNIVERSITY OF MARYLAND CAREY SCHOOL OF LAW

## UMB Global Mission and Global Strategic Framework

## Background and Process

UMB's 2017–2021 Strategic Plan includes six themes: Research and Scholarship; Inclusive Excellence; Student Success; Efficiency, Effectiveness, and Assessment; Partnership and Collaboration; and Health, Justice, and Social Impact. UMB's global activities clearly further several objectives within these themes, most specifically, the strategic objective of Health, Justice, and Social Impact — to “deepen and expand local and global engagement by providing health, legal, and social work programs, and engaging in research to promote social justice and improve health.” A stated goal of the internationalization process was to develop a Global Strategic Framework to support and advance all theme areas in UMB's strategic plan.

The Steering Committee and Leadership Team developed the Global Strategic Framework via an iterative process over two years by:

1. Conducting a review of UMB's strategic plan (2017–2021 University of Maryland, Baltimore Strategic Plan) to determine how a campuswide global strategy can support and elevate UMB's strategic plan.
2. Reviewing the individual school reports to determine how campus internationalization supports, or could support, each school's individual strategic plan.
3. Reviewing the individual school reports and the school- and campus-level recommendations contained in each report.
4. Compiling the goals and recommendations shared by students in the UMB Student Government Association, Student Global Advisory Council, and UMSOM Global Health Interest Group.
5. Analyzing and thematizing the results of a strategic planning session held May 30, 2019, in conjunction with the inaugural UMB Global Health Summit. The transcript was coded to generate the themes using qualitative data analysis software.
6. Reviewing the output of a strategic planning session held Feb. 7, 2020, with the Steering Committee and Leadership Team to finalize the mission and vision statements and the Global Strategic Framework.

## Findings and themes from the 2019 inaugural UMB Global Health Summit

During UMB's inaugural Global Health Summit in May 2019, colleagues who work at UMB international sites as well as in Baltimore participated in a strategic planning session. Participants discussed their ideas in small groups, and generated recommendations on how to support, sustain, and grow UMB's contributions to global health. Participants wrote ideas and suggestions on flip charts, which were then transcribed. The transcript was coded using qualitative analysis software to generate the themes below.

### **THEME 1: NEED FOR DEFINED MISSION AND VISION FOR UMB'S GLOBAL HEALTH WORK**

Many participants in the Global Health Summit expressed the view that UMB's engagement in global health work is often decentralized and fractured, which inhibits the University's growth as a global health leader. Developing a mission and vision for UMB's engagement in global health would help to identify institutional priorities for global health work and

facilitate the allocation of resources toward those priorities. This theme also includes the recommendation to identify priority problems for UMB's global health work so that relevant expertise and resources can be assembled for those priorities.

#### **THEME 2: ORGANIZATIONAL STRUCTURES FOR GLOBAL HEALTH**

Achieving the priorities set forth through mission and vision development requires organizational structures that facilitate the achievement of long-term goals. Several recommendations fall under this theme, such as building administrative support for global work in existing UMB units; developing an implementation plan for the new mission and vision; creating a senior-level position that spearheads UMB's global efforts; and organizing staff in core groups to provide critical infrastructure to global activities and tie together large complex efforts across schools. Strengthening in-country administrative capacity was also recommended.

This theme includes numerous suggestions regarding technology. Technology needs were identified, with a focus on increasing the connection between Baltimore and UMB sites around the world. One critical recommendation is development of a user-friendly, comprehensive database through which individuals can look for specific content or location expertise, organize research data, and share global health resources.

#### **THEME 3: PROFESSIONAL DEVELOPMENT**

Being a globally engaged university requires attention to the professional development of UMB faculty, staff, and partners around the world to achieve ambitious goals. Specific recommendations grouped under this theme include developing excellence in technical service delivery; supporting workforce development to deliver excellent care; building research capacity to evaluate the success of UMB's programs; and creating learning communities and forums for translating research into practice.

Building career pathways and professional development opportunities for students, faculty, and international partners was encouraged. Specific recommendations include establishing cohorts of global scholars and research mentorships for international partners to strengthen local ownership.

#### **THEME 4: FUNDING STREAMS AND PARTNERSHIPS**

The need to diversify funding streams and build partnerships to support UMB's global health work came up repeatedly. Recommendations regarding funding include establishing seed funds for promising new initiatives; earmarking nonsponsored funding for physical infrastructure; and providing additional funding to support bidirectional exchanges.

Many recommendations involve exploring new sources of funding from private donors and foundations. Such efforts should include the UMB Office of Philanthropy to engage donors and alumni to provide financial and in-kind support.

#### **THEME 5: EDUCATION**

Global summit strategic planning participants agreed on a number of recommendations regarding education including: identifying and supporting pre-doctoral and postdoctoral fellows at UMB to engage in global health experiences; creating more global health curricula; requiring curricular and co-curricular international experiences for students; connecting students to ongoing projects in international programs; and using existing UMB country sites as educational sites for students, postdoctoral fellows, and researchers.

**THEME 6: EQUITABLE EXCHANGE AND BIDIRECTIONAL LEARNING**

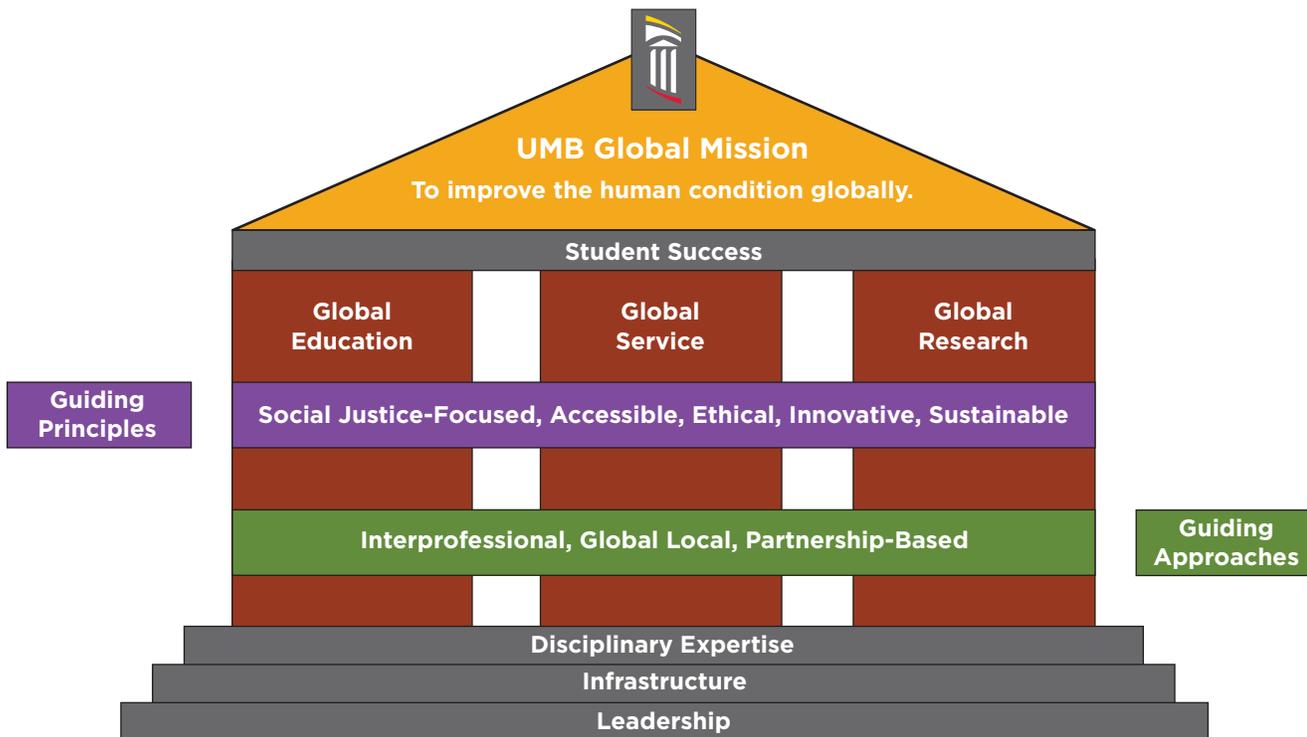
A commitment to equitable exchange and bidirectional learning is a clear theme that emerged out of the strategic planning meeting in May 2019. Recommendations include funding UMB students for experiences outside the United States; funding international colleagues to come to UMB; hosting meetings to foster South-South partnerships; and increasing global opportunities for international students. Of particular note in this theme is the strong interest in creating multipurpose centers of excellence. Participants envision establishing sites in select countries and regions of the world that will serve as education sites for students, faculty, and postdocs, as well as host or manage a range of projects across schools and disciplines. The formal designation of such sites will ensure UMB builds new relationships in the community and deepens collaboration with existing partners.

**THEME 7: COMMUNICATING SUCCESS**

The final theme that emerged from the summit is the vital importance of communicating success. In many ways, expanding global reach and securing needed resources depends on the ability to engage and inspire a wide variety of audiences. Specific recommendations include sharing scholarly outcomes and stories from each of UMB’s focus countries or sites to highlight successes; a robust web and social media presence for global health work; an annual report on global health activity and impact; a central page for all of UMB’s global activities; and promotion of globally focused events.

**UMB Global Strategic Framework**

To ensure that UMB’s global activities align with the University’s values, and to guide resource allocation, the Steering Committee developed a Global Strategic Framework in written and graphic form.



## UMB Global Mission Statement

UMB's mission is to improve the human condition globally.

## UMB Global Strategic Framework Overarching Goal: Student Success

The mission, vision, and global strategic framework all support an overarching goal for the University's global activities: student success. Student success is one of the six themes in UMB's current strategic plan. The plan calls for the University to "design contemporary teaching and learning environments that are accessible and affordable to prepare students to be exemplary professionals and leaders in society." The true measure of student success is how well students are prepared to accomplish their current and future academic, personal, and professional goals through the development of knowledge, a sense of responsibility and self-reliance, and a connection to the University, wider community, and wider world. All of UMB's global activities should have as a focus the creation of learning environments that support academic preparation and personal development needed for students to thrive as professionals and leaders *at home in the world*.

## UMB Global Strategic Framework: Pillars

UMB's Global Strategic Framework relies on three pillars representing the priority areas of global excellence through which UMB will achieve its global vision: education, service, and research. These pillars are based on the well-known three-legged stool of academic life — teaching, research, and service — and the three-legged stool of academic medicine — teaching, patient care, and research. The assumption underlying the three-legged stool is that each leg is essential for the functioning and success of the whole. Achieving distinction in these areas makes UMB a leader in global health and education; strengthening them will ensure that the University continues to meet its global mission. Every significant UMB global initiative should align with one or more of the priority areas represented by the three pillars.

### PILLAR ONE: GLOBAL EDUCATION

UMB's global mission is to improve the human condition *globally*, meaning in the community, in the nation, and in the world. To do this, and to develop students so they can thrive in our multicultural society, a deep understanding of global issues is essential. To that end, one pillar of UMB's Global Strategic Framework is global education. Global education is a learning practice designed to instill students with deep curiosity and knowledge about other peoples and cultures by studying issues and ideas from both local and global contexts. Global education hones the ability to grasp and interpret diverse opinions, perspectives, and ways of knowing and teaches a broad perspective that enhances professional practice with diverse populations. Global learning can take place outside the classroom in multiple ways: via international externships and experiences outside the U.S.; through engagement in co-curricular experiences at UMB with our rich and diverse global community on campus; and in community settings in Baltimore and Maryland. All UMB students should have the opportunity to engage in global learning during their time at the University, and global ideas should be woven through the required and elective curriculum.

This pillar signifies that UMB values curricular innovations that promote global education; programs that are accessible to all students; and faculty development programs to help faculty learn to incorporate global concepts and experiences into their teaching.

#### **PILLAR TWO: GLOBAL SERVICE**

Global service is essential to UMB's success in fulfilling its global mission. Service, in the context of the Global Strategic Framework, is a broad category that encompasses activities that demonstrate how the University meets societal needs. Service takes on many forms, such as service learning, clinical services, consulting, community, and civic service. Particularly relevant for UMB, given the strong focus on professional preparation in health and human services, is clinical practice. External service occurs outside the campus, and in many cases offers faculty disciplinary or professional expertise on a community problem or concern.<sup>3</sup> Forms of service that call on faculty to leverage their disciplinary or professional expertise in community settings have been characterized as the scholarship of engagement, highlighting how intertwined research, service, and teaching can be for engaged scholars and professionals. In all these ways, UMB faculty and students are engaging their energy and skills to improve the human condition globally. Through global service, UMB faculty, staff, and students engage in innovative models of care and other forms of interventions that represent the vital community-focused arm of the University's global activities. When undertaken in accordance with the highest ethical standards, and co-created in the context of mutually beneficial and trusting partnerships, the benefits will last long into the future. International partnerships are instrumental in sharing knowledge, harnessing investment, transferring technology, expanding worldviews, and promoting local expertise through training. UMB values and encourages global service in all its forms.

#### **PILLAR THREE: GLOBAL RESEARCH**

While global *health* research is the most prominent component of UMB's global research portfolio, global research takes place at every school on campus with partners around the world. Across all schools, academic research is ever more international. UMB faculty researchers are reaching out to their colleagues around the world to gain access to specialized equipment, develop new ideas, or tap into new sources of funding, and their work is better for it. Championing global research involves planning and organizing the research and scholarship efforts of faculty and students and seizing opportunities to support research in an increasingly competitive international environment. Global research at UMB should be fostered, supported, and celebrated to ensure UMB's continued status as a global research powerhouse.

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<sup>3</sup>Boyer, 1990; O'Meara & Niehaus, 2009; Ward, 2003.

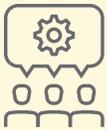
## UMB's Global Strategic Framework: Guiding Principles and Approaches

UMB faculty, students, and staff agree that UMB global activities must adhere to a set of principles and approaches that reflect the values of the University and evidence-based best practices in global health and education.

### GUIDING PRINCIPLES



**Social Justice-Focused:** Social justice demands a tangible, long-term pledge to the public's health and the needs of the least advantaged. Social justice is so central to the mission of global health that it is described as one of the field's core values. Social justice-focused initiatives stress the fair disbursement of common advantages and the sharing of common burdens. They advance human well-being by improving the human condition and do so particularly by focusing on the needs of the most disadvantaged. Not all UMB global programs will be focused solely on disadvantaged populations, but all UMB global programs must ensure that the process and outcome of the program supports and upholds the communities in which they take place, leaves the community in a better place after the program than before, and that all benefits are mutually shared.



**Accessible:** UMB global programs should be accessible in multiple ways. To thrive in today's interconnected world, every student must have the opportunity to develop the skills needed to live, learn, and practice in a global context and multicultural society. A variety of opportunities for global learning and scholarship must be available and accessible to all students, regardless of financial means. Opportunities should be woven into the curriculum and co-curriculum, so students do not have to leave campus to engage in global learning. Every faculty member should be given access to training, support, and opportunities necessary to excel in global teaching and research. Accessibility should also be a critical focus of UMB's global work to ensure that the fruits of research are accessible beyond the walls of the academy to reach all members of society, especially the most vulnerable.



**Ethical:** Ethical frameworks govern the conduct of research, health care delivery, client relationships, community engagement, international education, and environmental protection, to name a few. Some ethical frameworks have regulations that require compliance (e.g., human subjects research) while other frameworks are essentially best practices to guide conduct (e.g., best practices relating to short-term global health experiences). UMB must conform to the highest ethical standards in all its global activities to protect and respect the communities in which faculty, staff, and students work, and serve to foster professionalism and compassion in students and faculty, and to advance the University's status as a socially responsive and responsible university. UMB must uphold ethical global engagement by providing the training, support, and best practices necessary to ensure that faculty, students, and staff are trained to build and implement global projects within applicable ethical frameworks.



**Innovative:** Identifying new policies, systems, products, technologies, services, and delivery methods that improve health and well-being is a powerful way of responding to unmet needs, especially in historically underserved populations. Universities are important drivers of innovation in multiple

ways – through development of new and more effective ways of teaching, creation of better ways to deliver services, and research to address global challenges with new approaches. However, bringing innovative methods and technologies to communities, especially in low resource settings, can be challenging and ineffective if the community is not an active participant in the initiative. UMB global initiatives should prioritize innovation while exploring critical questions regarding the implementation and impact of innovations, particularly in low resource settings.



**Sustainable:** Sustainability is critical in global engagement because programs that are long lasting, resilient, and adaptable over time will best meet the needs of the communities in which they exist. Sustainability is present in initiatives that are based on the needs and assets of local communities, value development of local expertise equally with research

objectives, and decrease the need for external funding in the long term. UMB global initiatives should incorporate sustainability as a central characteristic in all global projects. Doing so is key to protect and nurture human well-being, grow and deepen partnerships, and enhance local talent for success over the long term.

#### GUIDING APPROACHES



**Interprofessional:** Interprofessional education (IPE) is a strong academic and programmatic focus at UMB. IPE evolved in the health care domain as a solution to the urgent need for improved collaboration across health-focused disciplines to improve patient care. This traditional IPE focus on health professions and clinical care is broadening to include nonclinically

focused professions such as public health and law. It is widely accepted that meeting the global challenges of the 21st century will require an array of multidisciplinary methods and approaches. To meet this mandate, UMB supports an interprofessional approach to global education, service, and research by training faculty in interprofessional methods, increasing the number of interprofessional globally focused courses and clinics, and providing international opportunities for interprofessional collaboration among faculty and students from all UMB and partner institution disciplines.



**Global Local:** Global local refers to teaching and training programs that break down the traditional divide between local (U.S.-focused) and international (non-U.S.-focused) issues. This schism, a remnant of a more isolationist era, is present in university institutions, curricula, research pathways, funding sources, and ultimately in career paths for students.

The impact of this divide also reinforces an insular worldview that limits one’s ability to “see” and learn from scholars, leaders, and communities overseas and adapt successful interventions to meet local needs at home. UMB supports curricular and scholarly efforts that incorporate global and local perspectives; actively involve input and participation by overseas collaborators; bring international learners and scholars to campus for short-term enrichment activities; and, through innovative methods, promote the reciprocal and interactive exchange of ideas.



**Partnership-Based:** UMB faculty, students, and staff are engaged in hundreds of partnerships with international colleagues that include volunteer service partnerships; faculty academic collaborations; entrepreneurial product development partnerships; and large-scale research consortia with local collaborators. Partnerships are instrumental in sharing knowledge,

harnessing investment, transferring technology, expanding worldviews, and promoting local expertise through training. Partnerships with international partners, particularly partners in low resource settings, must be aligned with ethical standards that promote equity, reciprocal learning, and transparency. UMB values and encourages collaborative international relationships and provides strong central support mechanisms to facilitate all aspects of establishing and maintaining partnerships.

### **UMB Global Strategic Framework: Foundations**

The internationalization process and the recommendations that emerged from it affirm the critical importance of building UMB's global programs on the foundation of disciplinary expertise, leadership, and strong infrastructure.

**Disciplinary Expertise:** UMB's reputation in global education, service, and research is built on the extraordinary global expertise in its seven schools. This expertise across multiple professions and disciplines is UMB's strength and its future as a leader in global education, service, and research.

**Infrastructure:** To sustain and grow UMB's global efforts, effective campus administration structures are critical to facilitate and support international engagement. If faculty and staff encounter barriers to international engagement that are overly complex, opaque, or time-consuming, the University loses opportunities to grow its global enterprise. Nevertheless, the complexity of working in multiple countries with variations in language, financial systems, communications, and regulatory requirements is daunting. Resources and training must be made available to staff members who are increasingly asked to add international activities to their portfolio of duties. The Internationalization Lab process revealed that UMB, in its various schools and centrally, possesses the robust expertise needed to support international engagement. However, effort must be made to ensure that this expertise is recognized and made available as appropriate, that administrative functions at the school and university level do not unnecessarily overlap, and that staff members with international responsibilities are provided with the training and development they need to support UMB's global aspirations.

**Leadership:** Strong and supportive leadership that stands behind, and elevates, global activities on campus is the hallmark of UMB's global success in the past and the key to success in the future. Strong global leaders focus both on excellence in existing activities and operations, as well as in exploring new areas. They also provide frameworks, policies, and incentives to support and reward academics for external engagement within clear ethical guidelines.

Innovative  
Social Impact  
Inspirational  
Global  
Collaboration  
Achievement  
Engagement



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