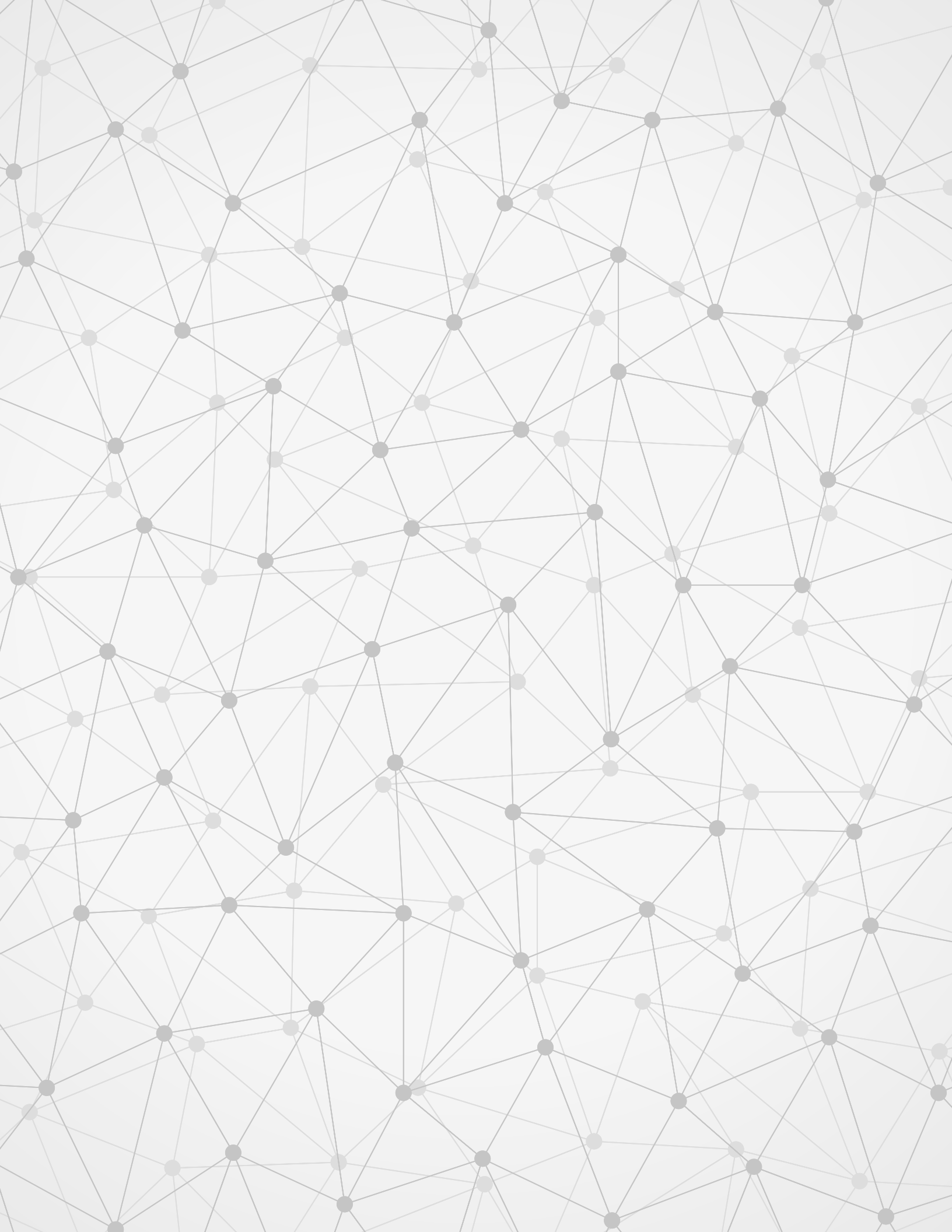




# GLOBAL LITERACY

at the University of Maryland, Baltimore





## 2017-2018 PRESIDENT'S FELLOWS

### WESLEY CHAN

School of Medicine

### SANIYA CHAUDHRY

School of Pharmacy

### MOLLY CROTHERS

School of Nursing

### RHIYA DAVE

School of Medicine, MPH

### ALEXANDRA HUSS

School of Social Work

### ESTHER KIMANI

School of Pharmacy

### NANA AKUA TUFUOH

Carey School of Law

### SHERIDAN TODD YEARY

Carey School of Law

## VALUES STATEMENT

Our journey began with two words, global literacy, and a challenge to define and translate this complex term to the varied curricular, experiential, service and other contexts of the University of Maryland, Baltimore. Working across our many different professional and cultural backgrounds to develop a collective voice and position challenged us to engage in some of the very practices by which we define this complex term: critical self-reflection, negotiation of linguistic and professional meaning, and an orientation to collaborative problem solving that integrates cultural and social diversity as a resource for problem solving and new knowledge construction.

While some UMB students may have never traveled, much less lived, outside the United States or their particular subcultural, racial, or ethnic communities, the world is rapidly evolving around us. Although we, as students, tend to be focused solely on our studies and are typically not required to expand our understanding beyond that, the appearance of the globe at our doorstep demands that UMB explicitly integrate global concepts into its educational frameworks. In order for professionals to be globally literate, they have to be able to comprehend and analyze global issues automatically and as quickly as they think in our own disciplines (Nair 2012).

Despite current political attempts to limit immigration, the US is already a diverse nation and demographic projections suggest that the US will become a majority-minority country by 2044. This reality necessitates a response on the part of universities to understand and embrace the diversity of cultures and languages shaping higher education in nearly every aspect of their educational, professional, and entrepreneurial endeavor. UMB, itself experiencing a rapid increase in diversity, must continue to recognize the urgency of cultivating resources that equip the student body to navigate this increasingly globalized world and thrive in a wide array of professional and social settings. Students, in turn, have the civic responsibility to demand and engage in opportunities that build their ability to be professionals in service to globalized communities here at home and abroad.

## INTRODUCTION

### UMB PRESIDENT'S FELLOWS AGREED-UPON DEFINITION OF GLOBAL LITERACY:

#### GLOBAL LITERACY IS CROSS-CULTURAL FLUENCY AND RESPONSIVENESS IN UNDERSTANDING, ENGAGING AND COMMUNICATING IN AN INTERCONNECTED WORLD.

While UMB should strive to foster understanding by engaging and communicating in an interconnected world, we suggest that the goal of universities should be more proactive to deliberately infuse these practices across the curriculum to develop globally literate professionals. We no longer have the option to isolate ourselves professionally from cultural differences as before (Olson & Kroeger, 2001). We must create a culture on campus in which students understand the rights and responsibilities that come with a globalized approach to health care and other professional services.

At the outset of this project, the Fellows worked to develop a definition of global literacy because no formal definition of the term appears in the literature and, as we learned, the term is not widely used. Therefore we set out to develop our own definition based on related educational paradigms – global education, education abroad, cultural responsiveness and landed upon this formulation. As a group, we sought to ensure that our self-created definition would speak to our values, and the values we aim for UMB to hold high as well. We hope this definition conveys the complexity of the topic and its importance.

Although we agreed upon and adopted a definition of global literacy for this project, we acknowledge that the term “literacy” is usually misunderstood as final mastery of knowledge in a single professional field. But in global contexts, literacy involves more than test-able professional skills, and resists an easy, programmed set of one-size-fits-all “competencies.”

“Literacy” also implies the ability to fully learn a subject but a human being can never reach final mastery in global learning; there is always more to learn and achieving global literacy should be seen as a life-long learning opportunity that is fostered at each educational level and beyond. Further, “global literacy” is not interchangeable with other terms we use, such as

“globalization” or “cultural responsiveness,” or other similar terms. However, these terms all describe different aspects and contexts of global literacy practices. Although “globally responsive” or “globally educated” might be a better way to express the concepts addressed in this paper, we agreed to use the term globally literate throughout the project.

When using the term “global,” we mean “of or pertaining to the whole world”. This concept unites what is happening in Baltimore, Maryland, the United States and the world into a framework that dismantles a destructive “us versus them” thinking, which unnecessarily and harmfully limits the horizons of professionals and those they intend to serve.

Consider the negative impacts these (future) professionals may have had in the following scenarios:

- Greg is an excited first year dental student who is going with a few classmates to Rwanda for an opportunity to see the country’s dentistry practices. While in Rwanda, Greg is offered the opportunity to perform a tooth extraction, something he is not licensed or allowed to do in the United States. Greg, excited for the opportunity, does the extraction but feels uncomfortable about this happening, as he’s unsure if it’s ethical, and if he should say anything because but he doesn’t want to ruin the opportunity to visit Rwanda for other dental students in the future.
- A community health worker is hosting a healthy food event at the local recreation center. The health worker has spent time and resources working on recipes to hand out to the community members that come to the center. The health worker is unaware that most of the food she has prepared cannot be eaten by the majority ethnic group in the neighborhood.
- Karen is a social worker at a women’s shelter. Her client, Thiri, is from Myanmar, and does not speak English. Residents have complained that this client spits on the bathroom floor and they feel disrespected. Karen feels frustrated that Thiri won’t look at her in the eye when they speak, and presumes that Thiri isn’t really interested in services and feels negatively about the shelter. Karen doesn’t realize that in Thiri’s culture, eye contact can be perceived as rude, and spitting is very common. Without training in cultural responsiveness, Karen may misunderstand and likely miss opportunities to enhance the well-being of the client.

## GLOBAL LITERACY ON CAMPUSES NATIONWIDE

In order to develop this white paper, we did a landscape analysis of how other universities across the US are defining and implementing the concept of global literacy. The only university we are aware of that tackles this issue directly using the term “global literacy” is Carnegie Mellon University (CMU) and we will briefly describe their effort. In addition, many other schools are working toward global literacy but using different, but similar, frameworks to foster this goal via education abroad, service learning, global health programs, faculty and curricular development, and comprehensive internationalization. While not exhaustive, this section provides an overview of how other US institutions are moving toward global literacy and their efforts provide some valuable insights for UMB.



## CARNEGIE MELLON UNIVERSITY'S “EDUCATING FOR GLOBAL AWARENESS” INITIATIVE

In 2003, CMU launched the “Educating for Global Awareness” project. For this project, CMU undertook a two-pronged effort to define global literacy objectives. The university created a global working group that conducted an inventory of existing courses with global content, interviewed diverse campus leaders, and worked to define a practical mission and vision for global education that was consistent with their overall educational philosophy. CMU is similar to UMB in that it has seven colleges and the effort was spread across all schools. After this initial work, the university developed the following Vision Statement that each school adopted:

Carnegie Mellon students will be aware, socially responsible leaders and citizens of the global society of the 21st century. They will develop an appreciation for the diverse perspectives and historical contexts of the cultures of the world and for the range of ways of working, learning, and living. This is our context for a “global education.” Such an education, fully realized in the Carnegie Mellon environment, will assist our students to become engaged citizens of the world, reflective, informed and compassionate in their actions and decisions. They will have a positive impact on the world through the cultural awareness and competence they bring to their professions and through their participation in their communities.

To realize their vision, CMU senior leadership invited (rather than directed) faculty members to incorporate global learning into their disciplinary courses. The university president provided competitively selected faculty members with seed grants to support course development. The funding lasted for three cycles, with the understanding that the courses would then become institutionalized. Based on faculty interviews, the working group identified an overarching set of global literacy outcomes that encompassed the specific goals of these instructors. The outcomes are organized into three general categories: knowledge and intellectual skills; social/cultural competencies; and ethical dispositions. CMU realized that no single course could meet all these goals, but used the list to develop the first set of courses.

CMU’s efforts in this area were published in an article in the

## CMU COMPONENTS OF GLOBAL LITERACY

### INTELLECTUAL SKILLS AND KNOWLEDGE

Students will be able to:

- analyze global issues in political, economic, socio-cultural, historical, and environmental context
- describe global systems, their characteristics, components, dynamics, evolution and implications
- trace global connections historically and in the contemporary world, linking the global and the local in meaningful ways
- apply appropriate models to explain and predict global trends and evaluate policies with global implications
- explore diverse cultural perspectives before framing problems or proposing solutions
- challenge assumptions based on particular cultural and historical backgrounds
- critically analyze the nature and merit of claims about global events and relationships

### SOCIAL/CULTURAL COMPETENCIES

Students will be able to:

- observe carefully and analytically in unfamiliar contexts to identify meaningful patterns of interaction
- listen respectfully, recognizing differences in communication style and etiquette across cultures
- communicate effectively in various media (from face-to-face interactions through remote technology) with people from different backgrounds
- utilize local resources and knowledge appropriately to answer questions and solve problems
- work productively in teams across time, distance, and cultural/disciplinary differences
- adapt flexibly to diverse cultural contexts, uncertain circumstances, and unanticipated obstacles

### ETHICAL DISPOSITIONS

Students will be able to:

- recognize shared interests in how the lives and fates of people in other parts of the world intersect with their own
- develop ethical positions about global issues that are informed, thoughtful, and nuanced
- engage in actions and behaviors that demonstrate a sense of global responsibility

journal “Liberal Education” published by the Association of American Colleges and Universities. This prominent educational group stated their support for CMU’s effort and for colleges and universities to “create settings that foster students’ understanding of the intersection between their lives and global issues and their sense of responsibility as local and global citizens” (Nair, Norman, Tucker, & Burket, 2012, p. 56).

CMU’s work, especially the above-noted competencies, can help inform UMB’s work in developing the university’s commitment, plan and action of creating a campus that promotes global literacy.

## OTHER RELATED TRENDS IN GLOBAL LITERACY

Global literacy, as an educational goal, is an emerging topic across many universities, professions, and careers. However, as described above, the use of this particular term is limited and there are other terms used to define this phenomenon. Terms found during the research process to describe how universities encourage their students to become globally literate include “globalizing” the core curriculum, global citizenship, internationalization, global learning and cultural competency. There are many different components required to develop a globally literate student, therefore, universities are employing various programs and practices to different extents. We will explore the best components and practices of these different educational paradigms to help create a framework for UMB to prepare globally literate students. These paradigms are: education abroad, service learning, global health programs, faculty and curriculum development, and comprehensive internationalization.

## TRENDS IN EDUCATION ABROAD PROGRAMS

Education abroad is defined as, “Education that occurs outside the participant’s home country” (FEA, 2011, p. 12). Education abroad is the accepted umbrella term for “study abroad” and other forms of international educational experiences such as volunteering, non-credit internships, and directed travel, as long as these programs are driven to a significant degree by learning goals (FEA, 2011). The term “student mobility” is also becoming a favored term to describe incoming and outgoing students who work or study

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abroad while undertaking their degree program (University of Glasgow, 2016). The Forum of Education Abroad has created a glossary of commonly used terms and pedagogies used in the field of education abroad. There are many subtypes within education abroad. This leads interpretation up to universities and colleges which is neither positive nor negative, but the ambiguity of these terms leads to a lack of consistency within the higher education system. Clarification on terms would be helpful for “data collection, grant and funding applications, and effective outcomes assessment” (FEA, 2011, p. i).

Education abroad is important in fostering global literacy on a number of levels. Research over the last 50 years has strongly demonstrated the value of education abroad to students and universities (Malicka and Potts, 2013). A meta-study of the literature determined that the benefits of education abroad are: development of international skills; higher education achievement; a greater understanding of one’s own cultural values and biases; enhanced self-confidence and openness to new ideas; influence on career choice; and improved performance as an employee (Malicka and Potts, 2013). Specifically for medical students, in 2009, a study published in *Academic Medicine* noted the benefits of international experiences, which included opportunities to work with illness they only read about in textbooks. Moreover, the study cited that students’ and residents’ experiences positively impact their professional confidence, awareness of cultural and socioeconomic factors, clinical and language skills, and overall desire to work with underserved populations.

However, to maximize the benefits of education abroad, universities should ensure that a structured education abroad program with best practices is in place so that students can evaluate, reflect, and think critically about their position and experience. Best practices lend credibility to program success and impact its long-term effects on students (Moore and Wingenbach, 2016). The Forum of Education Abroad has developed a document called Standards of Good Practice for Education Abroad (2015) which is an outline of what education abroad programs should contain to ensure that participating programs are held to high standards for best practices and educational rigor. There are 9 principles discussed in the document, but the following are highlighted:

### **1. Student Selection, Preparation and Advising**

- Students are adequately prepared for the challenges of the education abroad context, with pre-departure training and on-site orientation that equips them to achieve academic success and broader program goals; anticipates personal, health or safety issues that might arise; and where appropriate, re-entry measures that prepare them for their return.

### **2. Ethics**

- The organization conducts its activities and advises students in an ethically responsible manner; faculty adhere to ethical practices in teaching and student research; and students are sensitized to the ethical implications of their academic work and activities abroad.
- The organization promotes respect for the cultures and values of the communities in which it operates.

As a caution, however, as universities strive to create more education abroad experiences, they must also acknowledge the dangers of temporary international experiences, which can leave community partners vulnerable and without lasting support unless conducted with the highest level of ethical community engagement practices. International experiences that don’t follow these ethical guidelines are often referred to as “voluntourism,” and typically involve students, people on vacation, or people simply volunteering who superficially engage with a project for a few days or go to an orphanage with the belief that they are solving the suffering of the people without critically thinking about the structures and causes that create humanitarian crises (Freidus, 2017). We are not discouraging international experiences, but challenging UMB to resist this trend and instead thoughtfully review some of these prevalent practices, reflecting on strategies to consider culturally sensitive approaches.

## **TRENDS IN SERVICE LEARNING**

Many universities are working toward global literacy through service learning and global service learning frameworks. Service learning is “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (Bandy, n.d.). Service learning can develop globally literate students because of its focus on understanding communities and their

needs. It is especially essential for upcoming professionals to understand the community in which they serve to holistically care for their clients. Participating in service learning improves social responsibility, and students have greater involvement in community service after graduation if they participate in service learning (Bandy, n.d.).

Building on the concept of service learning, many universities are embracing something called “global service learning” which is an emerging holistic practice that encompasses service experiences both in the local community and abroad (Whitehead, 2015). Global service-learning experiences are guided by a global learning framework designed to support global learning outcomes and involve direct engagement with difference (Whitehead, 2015). By providing an anchor for active involvement with diverse communities engaged in real-world challenges, global service-learning experiences can support the achievement of such learning outcomes as civic knowledge and intercultural knowledge and competence.

Another related idea is that of “study away”, a term used to describe a domestic “study abroad” in which students stay within the United States to do service learning trips, internships, or volunteering (Sobania, 2015). This idea grew because many students don’t have the finances, time or family situation to allow for international education. Universities can build upon their community relationships to build these opportunities for students. The AAC&U states, “At a time when colleges and universities are struggling to be more responsive to diversity and to increase the diversity of their student bodies, becoming more serious about domestic program options within a broader-based study away effort may be a productive next step” (Sobania and Braskamp, 2009). Service learning within the university’s local community or an internship on the other side of the country can provide the student with multicultural learning.

An example of such a study away program is University of Maryland College Park’s Alternative Breaks, in which a group of students participate in service learning that is focused on social issues while providing and meeting the community’s needs. Alternative Breaks can be local, national, or international, supporting the idea that global is not just an international phenomenon. There are 12 components that UMD uses to create an effective Alternative Break. Some of

the major key components used to ensure that the program prepares students to be more globally and consciously aware are training, education, reflection, and reciprocity. These components are very similar to education abroad’s best practices (see above). These components are valuable to the program because students learn the skills necessary to be effective volunteers, they learn about the area to which they are going, they evaluate the social issues related to their area of focus, and they help the program maintain long term relationships with the local community. Having these assets provides a framework for creating a globally literate student. UMD Alternative Breaks combines the local and global aspect of global literacy with an ethical and critical eye.

## GLOBAL HEALTH PROGRAMS

The field of global health is a field that focuses on, among other things, the development of globally literate students. The interest in global health among undergraduates and graduate students of all professions has grown tremendously in the last 20 years because of increased awareness of international health issues such as HIV/AIDS and pandemic influenzas.

Global health is defined in various ways, but a common accepted term defined by Koplan et al. (2009) is:

an area for study, research, and practice that places a priority on improving health and achieving equity in health for all people worldwide. Global health emphasizes transnational health issues, determinants, and solutions; involves many disciplines within and beyond the health sciences and promotes interdisciplinary collaboration; and is a synthesis of population-based prevention with individual-level clinical care.

Using this definition, it is clear why global health education can be a valuable tool for students to become globally literate because the students learn about issues worldwide and ways to address them.

Global health studies occur in a range of academic programs from stand-alone certificate programs, such as that offered by the UMB Graduate School, to global health tracks within schools and programs of public health, to global health tracks in schools of medicine and nursing. The University of Maryland School of Medicine’s Master of Public Health



Program offers a Global Health Track. In some cases, a particular school will host a global health certificate program that students from other programs can enroll in. This is the case in our University of Maryland School of Nursing. Another example of a certificate program is found within the University of Washington Department of Global Health which offers global health certificates in three different tracks: HIV and STIs, Global Injury and Violence Prevention, and Global Health of Women, Adolescents and Children.

The field of global health has been particularly focused on ethical student and university interactions with vulnerable communities abroad. Within global health certificate programs, field experiences are usually required. The best practices for field experiences are very similar to education abroad best practices. Some of these include having pre-departure training, long-term relationships with hosts, and foreign language training. Even though field experiences are valuable opportunities to engage with the local community, ethical quandaries have arisen due to the short time that a student spends in the host country and because the field of medicine is particularly intimate and requiring of great trust and cultural competence. Further, medical systems in low and middle income countries are often very stressed and under resourced. Therefore, while the US student may be having a positive experience, others around them may be negatively affected including local patients and providers. Therefore, according to a 2009 Institute of Medicine report, global health international sites should follow these principles:

1. Be a long-term financial commitment (5-10 years or more) with a focus on sustainability and creating self-reliance.
2. Be based on trust, ethical principles, transparency and equity in exchange and ownership, where all partners find the relationship mutually advantageous and respect and understand differences in cultures and perspectives.
3. Have leadership commitment from the Ministries of Health and Higher Education.
4. Focus on strengthening the institution and not a particular individual.

5. Incorporate an interdisciplinary approach that goes beyond the medical (pharmacy) school.

6. Define goals and metrics of success at the beginning of the partnership.

7. Reach agreement at the start regarding the ownership of data, specimens, and intellectual property, as well as how information should be shared, given the existing information-sharing infrastructure.

An example of a long-term relationship with a host country is the Human Resources for Health Program (HRH) in Rwanda. The University of Maryland School of Nursing (UMSON), along with the Yale School of Medicine and other schools from the United States, work in collaboration with the Rwandan Ministry of Health on this project to train health professionals including doctors, nurses, dentists, and health management. At UMSON, 27 faculty clinical instructors were contracted for 1-year and paired with Rwandan nurses. These long term commitments have made a tremendous impact on the health care of Rwanda.

Global health programs, specifically certificates, provide an important avenue to develop globally literate students. Such programs provide opportunities for international perspectives and build global responsiveness by combining didactic knowledge and clinical experience.

## **GLOBAL LITERACY TRENDS IN FACULTY DEVELOPMENT**

While education abroad and service learning are educational paradigms, faculty development is more of a means to an end in terms of global literacy. Many universities are working toward student global literacy goals by training faculty in this area. At least one prominent study has shown that a critical element of global literacy is how educators integrate global literacy education into a classroom or curriculum (Helms, 2018). Schuerholz-Lehr (2007) states, "To be able to teach for global awareness and intercultural sensitivity among learners, instructors have to be socially responsible and interculturally knowledgeable citizens themselves." However, within the same systematic review, Schuerholz-Lehr (2007) states that educators with a high rating of knowledge and awareness of

multiculturalism actually had low rankings of implementing these ideas into the classroom. Therefore the key appears to be teaching faculty how to incorporate global concepts into their classrooms – it is not enough to modify the attitudes of the faculty.

Faculty development workshops or toolkits are on the rise and are essential for developing global knowledge, as well as bridging the gap of knowledge to teaching. These investments into faculty development lead to positive student outcomes (Brajkovic and Helms, 2016). An example of such a toolkit is the Global Learning Course Design and Instruction Workshop at Florida International University. This workshop helps faculty participants learn global learning strategies that can be actualized and carried out into the curriculum or co-curriculum.

Unfortunately, incentives for faculty to participate in these programs are nearly non-existent. For example, international education experience is rarely considered for tenure. Typically, tenure requirements lack a global engagement piece, specifically only about 24% of doctoral institutions and 14% of masters programs interviewed consider international work for tenure promotions (Brajkovic and Helms, 2016). Interestingly, many senior faculty members actually have international experiences in spite of the fact that such experiences aren't explicitly valued for tenure. This indicates that international experiences are useful for advancement in one's career and that the workforce values it (Schuerholz-Lehr, 2007). Such experience should be explicitly valued by universities for tenure.

## STRATEGIES FOR CURRICULUM REVISION

Just as faculty development is critical and something that many schools are pursuing to meet their global education goals, many schools are also undertaking a critical review of their curriculum. CMU did this during their global literacy analysis and evaluation (see above).

The curriculum is an important component of global literacy because it is a vehicle to integrate the teachings of global literacy into a school's program and campus culture. UMB is a consortium of 7 graduate and professional schools, each with unique curriculum and accreditation standards that make a top-down curricular mandate very difficult.

There are many ways to internationalize a curriculum with the goal of promoting global literacy. However, the best practices are primarily undergraduate and may be difficult to apply to graduate programs and disciplines like medicine, law, nursing, etc. due to required standards from their respective accrediting organizations. For example, many undergraduate global learning programs require a year of a foreign language, have majors and minors with a special global focus, or students have to fulfill a general education elective that has a global component. This would be difficult to incorporate into a rigid professional school curriculum.

One way to approach this problem at the graduate level is to link global learning to the ethical principles and standards for accreditation that already exist for most professions. These principles and standards can be applied to create an internationalized curriculum. Thomas Jefferson University used this route to add global lessons into the physical therapy (PT) curriculum. The PT Code of Ethics (sec. 8) published by the American Physical Therapy Association states that “physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally” (Hunter, 2017). Based on this ethical principle, the Commission of Accreditation in Physical Therapy Education created an accrediting standard that states, “Identify, respect, and act with consideration for patients'/clients' differences, values, preferences, and expressed needs in all professional activities.” Even though “global”, “culture”, or “international” are not directly stated in the standard, the Thomas Jefferson University Doctorate of Physical Therapy program incorporated global learning into their curriculum through various mechanisms to meet this standard. They created a required class called Healthcare Delivery Systems, in which students study concepts of global health and health care disparities of local, underserved communities. They created integrated clinical experience available at a homeless shelter, refugee clinic in a community setting, and a pro bono clinic within a hospital. These experiences align with the standard because the students gain a valuable skill set of working with, and having an understanding of, clients that have different needs and values. Such a program also acknowledges that global health studies can take place locally and internationally - a primary concept of global literacy.

Another route to update curriculum is to internationalize courses. This can be an effective tool for graduate

schools that have limited time and space in a curriculum. Internationalized courses take on different meanings, from a designated course focused on global topics, like the Healthcare Delivery System class noted above, to a course that doesn't focus on global learning but has global topics integrated into the course content. Internationalizing courses that already exist can help eliminate the obstacle of creating new courses. Some universities have found it helpful to establish what makes an internationalized course by creating a rubric. As an example, Georgia Gwinnett College developed a rubric to evaluate if a course meets 3 out of the 4 requirements to be considered an internationalized course (which they call an "i-course"). One of the requirements includes having homework, projects, or discussions that consider international or multicultural perspectives.

Foreign language requirements are generally for undergraduates, but some graduate programs require some degree of competency in a foreign language as a way of fostering global literacy. At Nova Southeastern Medical School, a 1.5 credit medical Spanish class is required. At the University of Maryland School of Medicine, a medical Spanish class is an elective for first year students that have an intermediate level of Spanish speaking proficiency. There are pros and cons to each of these approaches; however, having it as a requirement allows the class to reach more students.

Having a foreign language class has been shown to have positive relationships on cross-cultural attitudes (Ingram, 2004).

## INTERNATIONALIZATION

According to the American Council on Education (ACE), 72% of universities have stated that internationalization on their campus has accelerated (Brajkovic and Helms, 2016). In this section, we have looked at different ways that universities are moving toward internationalization through educational paradigms and working with the faculty and curriculum. Many schools are working toward this with different combinations of methods but some schools are adopting a full 360-degree approach through a process that the ACE calls "comprehensive internationalization," a strategic, coordinated process that seeks to align and integrate international policies, programs, and initiatives, and positions colleges and universities as more globally oriented and internationally connected (Helms, 2018). The internationalization process looks different on different campuses based on their existing international assets and their internationalization goals.



IMAGE CREDIT: AMERICAN COUNCIL ON EDUCATION

The ACE Lab, which is discussed in the next section, is an 18 month program in which selected universities form a team of leaders to attend meetings and workshops to evaluate and formulate a plan to promote global learning throughout their campus using comprehensive internationalization as a guidance.

The priorities that institutions have been recommended to focus on for internationalizing their campus include: increasing study abroad opportunities, recruiting international students, partnerships with institutions abroad, internationalizing the curriculum, and faculty development. Increasing study abroad is a top priority on campuses that undergo the comprehensive internationalization process, because students clearly want more options in this area. However, a study by the National Survey of Student Engagement and ACE indicated that the two components that actually correlate to student's continual global learning are faculty development and curriculum which was discussed above (Helms, 2018).

Some universities that have gone through the CI process are University of Maryland College Park (UMCP), Salisbury University (SU), and Temple University and outcomes of the process include:

- SU became a participant in the J-1 Visitor Exchange program where SU sponsored 9 visas for international professors
- SU created the English Language Institute that enrolled 120 students in the fall and employs 5 full time and 10-12 part-time faculty
- UMCP awarded seven additional course development grants through the Global Classrooms Initiative, totaling to 18 global classrooms
- UMCP global offices moved into one building where it is shared with language facilities to create a hub of international activities
- Temple University created an International Educator's Academy, where 165 Temple employees have participated in a 4-day international certificate program

## CURRENT GLOBAL LITERACY PROGRAMS AND PRACTICES AT UMB

UMB's **Strategic Plan 2017-2021** features six overarching

themes: health, justice, and social impact; research and scholarship; student success; inclusive excellence; partnership and collaboration; and efficiency, effectiveness, and assessment. Underlying the core themes are strategic commitments to "expand local and global engagement" and to build an "inclusive environment that embraces, celebrates, and promotes UMB's diversity." Global literacy is key to realizing those commitments and is sure to be a driver of meaningful engagement both within the university community and with the external local and international environment.

## PROGRAMS AND PRACTICES AT THE UNIVERSITY LEVEL

At the university level, UMB's central administration fosters global literacy by implementing its local and global engagement mission and vision primarily through its Center for Global Health Initiatives, Office of International Student Services, Diversity Advisory Council, Community Engagement Center, Writing Center, and President's Student Leadership Institute.

- The **Center for Global Education Initiatives** partners with local and international communities to engage students and faculty in tackling global challenges. It facilitates both global and local experiential learning opportunities that are open to all professions on campus and offers necessary financial (through a generous grant program), administrative, and logistical support services for students, faculty and staff who are traveling abroad for work, study, or service.
- The **Office of International Student Services** assists international students, scholars, and their families by advising on federal immigration regulations and providing advice and support on matters such as academics, housing, taxes, travel guidelines, visas, and sponsorship for employment. Some of this information is presented by way of group events such as orientations and workshops. A mentor program is offered to connect incoming international students with peer mentors who assist them in acclimating to the environment. A volunteer translator initiative also exists to allow students, international or domestic, to share their language skills whenever a translation need arises.

- The **Diversity Advisory Council**, comprised of students, faculty, and staff from each graduate and professional school as well as the central administration, was formed to promote diversity, inclusion, and equity and provide recommendations to UMB's president toward institutional policies and procedures that prioritize cultural competency, the creation of a culture of inclusion, and equity. On the global front, UMB is a member of the organization Diversity Abroad which encourages participation in international programs for minority populations that historically have not participated in study abroad.
- The **Community Engagement Center** links the university community with West Baltimore City residents toward bettering the city through service. It does so by promoting volunteer opportunities aimed at neighborhood and economic development for students to participate in. Issues that the Center has tackled include intimate partner violence, high school mentorship, neighborhood beautification, and food and clothing distribution.
- The **President's Student Leadership Institute** is a year-long certificate program designed specifically to expose students to contemporary issues in leadership and professional development in order to prepare participants for professional leadership in a diverse workplace. Participants are able to choose one of five tracks, three of which relate to global literacy: community engagement, inclusive leadership, or effective leadership. In each student's respective track, they are required to attend a minimum of ten lectures.

### Coming Soon

- Another campus-wide global initiative that the university will undertake starting in August 2018 is participation in the **American Council of Education's (ACE) Internationalization Lab**. ACE experts will work closely with the university to assemble an internationalization leadership team on campus, analyze current internationalization activities, articulate institutional goals, and formulate a strategic action plan to advance internationalization efforts.

## GLOBAL LITERACY PROGRAMS AND PRACTICES ACROSS UMB SCHOOLS

As part of the white paper process, we interviewed representatives from all the schools regarding global literacy activities already in place and the schools' goals in this area.

In our conversations with UMB faculty and administrators, four common themes emerged in assessing the role and significance of global literacy in each academic program:

- Global literacy is a key characteristic and skill in the various professions for which this university trains students.
- Students may elect, but are not required, to develop global literacy through optional offerings.
- Limited resources are a barrier to acquiring international experience.
- Keeping in mind that one's "local" is another's "global", in terms of teaching students how to interact appropriately and responsively with diverse communities, the graduate and professional schools each strongly promote global literacy in one important respect: community engagement. Many efforts including mandatory programs exist for students to engage with the Baltimore community.

Aside from these commonalities, each school offers unique curricular and extracurricular opportunities for students to enhance their global literacy.

## UNIVERSITY OF MARYLAND CAREY SCHOOL OF LAW

At the Carey School of Law, global literacy is regarded as a supplemental, but not core, aspect of legal education. Speaking on whether graduates of the Carey School of Law are moved toward global literacy through the current curriculum, the Dean for Student Affairs, Susan Krinsky, JD, stated that students have the resources at the law school to attain a high level of global literacy if they so wish, but are not mandated to do so. Nevertheless, she emphasized that students and faculty who have had some sort of international exposure bring a valuable richness to the classroom.

Curricular highlights that expose students to legal matters

outside the United States include offerings of two courses: International Law and Health and International Human Rights. On the community engagement front, full-time students are required to spend at least one semester in the nationally-recognized clinical law program where students work under faculty supervision to provide free legal services to low-income community members on a wide array of legal matters. Students may select a subject-specific clinic to participate in based on their interests. Clinical offerings include Health Care Delivery and HIV/AIDS, Landlord-Tenant, Consumer Protection, Gender Violence, Human Rights, Low-Income Taxpayers, and Appellate Advocacy, among others. Although not framed specifically in terms of global literacy or community engagement, the clinical law program is very immersed in the community and students are trained in culturally appropriate interviewing and representation skills.

Global opportunities outside the classroom such as an International Law Society, exchange programs, and international internships and externships are offered to students, with placements available in Geneva, South Africa, Scotland, and Germany. Despite the availability of international opportunities, numerous barriers such as financial and curricular constraints, a lack of faculty interest, and a lack of student interest exist. It is important to note, however, that an apparent lack of student interest may be linked to the financial and curricular constraints. The onus falls in part on the law school's administration, therefore, to create an enabling educational environment for students to take advantage of global offerings.

## **UNIVERSITY OF MARYLAND SCHOOL OF MEDICINE**

The School of Medicine's curriculum aims to prepare students to become successful residents and, ultimately, physicians. While not couched specifically in terms of "global literacy," the school trains physicians with skills and training that can be applied in any setting. Curricular highlights include the offering of an Introduction to Clinical Medicine course that covers issues such as interviewing special populations, ethics, and healthcare systems around the world. To enhance language skills, Medical Spanish is a course offered for students who are proficient in Spanish and wish to improve their skills in a medical context. The course follows a systems-based approach that mirrors the main medical curriculum

and features a clinical service component for students to volunteer at local Latino-serving clinics.

The School of Medicine does not offer a global health track but opportunities to engage globally have broadened in the last 20 years as the school's renowned research capacity has grown. The school's Institute of Human Virology (IHV) was founded in 1996 and is the first center in the United States to combine the disciplines of basic science, epidemiology, and clinical research in an effort to speed the discovery of diagnostics and therapeutics for a variety of chronic and deadly viral and immune disorders. In 2015, the Institute for Global Health (IGH) was established to effect change in the local and global health arena through research. It features a Center for International Health, Education, and Biosecurity which strengthens national health systems and institutions, provides medical education, and conducts research in eleven low- and middle- income countries around the world. Within the IGH are the Center for Vaccine Development – which works internationally and domestically to develop, test, and deploy vaccines to underserved populations – and the Division of Malaria Research – which deploys innovative tools for improved malaria treatment, prevention, and surveillance. Both the IGH and IHV offer opportunities to a limited number of motivated student researchers to participate in the research in Baltimore and around the world.

Outside the classroom and in the direct community engagement realm, all students must fulfill a service learning requirement during their pre-clinical years, allowing them to deepen their understanding of complex causes of societal problems and health which impact patient care. In 2018, UMB became a member of a new program through the American Association of Medical Colleges (AAMC) called Visiting Student Learning Opportunities (VSLO) program. VSLO is an online portal that medical students can use to access domestic and international electives. The School of Medicine currently offers two of its own international electives: a plastic surgery international medicine mission and a brand new infectious disease and tropical medicine elective in Lusaka, Zambia. There is also a global health interest group run by students that hosts lectures and seminars throughout the semester.

The School of Medicine also offers a Master of Public Health (MPH) degree which offers three tracks, two of which are

particularly focused on issues of global literacy: community health and global health. The MPH's culminating Capstone project allows students to engage in a project to expand their public health skills, interprofessional learning, and cross-cultural skills. Dr. St. George, MPH Program Director, explains that creating a program that teaches students to be globally literate is "a balancing act" in terms of choosing what priority focal areas will be included in the curriculum.

## UNIVERSITY OF MARYLAND SCHOOL OF PHARMACY

The School of Pharmacy trains student pharmacists to meet the demands of a dynamic health care environment and is ranked ninth in the nation by U.S. News & World Report. As to how the school is developing globally literate students, the Dean of Student Affairs at the School of Pharmacy, Dr. Cherokee Layson-Wolf, says: "we are always looking at how we can make global literacy a more prominent part of our curriculum." She expressed that, as pharmacists, it is important to be able to understand the constraints that people face all over the world. As Dr. Layson-Wolf stated, "It is important for us to be able to support health care better with different frameworks, different ways to solve problems...at least getting an empathetic view of what's happening in other areas."

The School of Pharmacy offers international experiential rotations for fourth year pharmacy students to choose from. During the 2017-2018 academic year, these rotations included: Royal Melbourne Hospital in Australia, University of Puerto Rico School of Pharmacy, Siam University in Thailand, and Ewha Womans University College of Pharmacy in South Korea. Applicants to these rotation position are evaluated based on a set of criteria, including but not limited to: motivation, career goals, academic preparedness, leadership and involvement, communication, maturity, problem-solving, cultural awareness, travel experience(s), and plans for housing and other expenses.

## UNIVERSITY OF MARYLAND SCHOOL OF SOCIAL WORK

Social work itself is a profession in which cultural responsiveness is key to practice, and social justice is strongly embedded in its code of ethics. As such, social workers are tasked with performing in a globally literate manner

not only to connect with clients, but also to guide them to behave in this manner in therapeutic or case management settings. Many students come to the School of Social Work following participation in the Peace Corps or other global experiences and crave more such experiences while at the school. According to Dean Richard Barth, the social work program does not deliberately teach global literacy concepts using that framework, but rather brings together students with global experiences who can thrive and grow through the school's curriculum. He would like to see more international opportunities and hopes current faculty will spearhead such initiatives.

At the School of Social Work, local community engagement is vital to the curriculum. Each student is required to hold two field practicum placements over two years, often in Baltimore City or County. At these placements, students work closely with individuals from all walks of life, religions, abilities, ages, genders, but most often work with vulnerable populations. While there is a liaison assigned to each student for their field placement, some have expressed that they are not given comprehensive information about working with the population they are assigned to, the physical area surrounding their field, cultural norms of their host agency, etc., prior to their entry to the organization. Two major international field placements are offered through the School of Social Work: one in London and one in India. These abroad experiences are based on long term partnerships with universities there and are highly encouraged, although acceptance into the program and cost are barriers for many students.

There is also a diversity requirement that mandates all students to enroll in a 3-credit course specifically focusing on and requiring a measure of competence with diversity content. Classes that have been offered to meet this requirement implicate diversity issues both locally and internationally and include: International Social Welfare, Community Organization, Social Work with African American Families, and Clinical Social Work with Immigrants and Refugees.

## UNIVERSITY OF MARYLAND SCHOOL OF NURSING

Nurses represent the largest student group on campus, which correlates to the fact that nurses are a majority of the nation's and world's health care professionals. Given their number in the field, the relationships they maintain with patients in global settings are integral to care. At the School of Nursing, Dr. Yolanda Ogbolu, Director of the Office of Global Health, explained that the concept of global literacy is grounded in the principles of social justice and health equity. Dean Jane Kirschling stated that global health – a component of global literacy – recognizes that “if one is going to be culturally proficient and if one is going to be inclusive in one's work, then you have to be able to work within the space of the local as well as the global. Some of the challenges that some cities experience locally mirror the challenges of some of the issues that are experienced on a global scale.”

The School of Nursing is the only school on campus with a designated Office of Global Health which opened in 2009 and has successfully developed and implemented global health educational opportunities for nursing and other students on campus for the past eight years. The SON has a robust collection of global health courses for graduate (masters and doctorate) and undergraduate (BSN) students, including a global health certificate program, global health interprofessional courses, and two global health field practice courses. The global health certificate program is open to all students on campus and requires 12 credits of global health courses including a field experience. The certificate courses include Critical Issues in Global Health, an interprofessional class with students from all schools on campus except dentistry; a Social Justice course; a Global Health Seminar in preparation for travel; a Global Health Field Experience; and a Global Health Interprofessional Course option that allows students to take a course from one of the six professional schools.

Within the undergraduate required curriculum during the first semester, the course 314: Physiopharmacology requires enrolled students to sign up for three community clinical experiences throughout the semester. Some examples of satisfactory clinical experiences include: attending the Baltimore Healthy Expo, helping with Jacques Initiatives' events, or volunteering at a homeless shelter. During the fourth semester, an elective in Spanish is offered based on the professor's availability.

Beyond curricular requirements and offerings, there are student organizations such as Nurses for Global Health and Students United for Policy, Education, and Research. Advocacy and policy are important drivers of global literacy; this is especially true for UMB student nurses as they take action to reduce health disparities and inequities within the community.

## UNIVERSITY OF MARYLAND SCHOOL OF DENTISTRY

The University of Maryland School of Dentistry is committed – through education, patient care, research, and public service – to continuing to build connections between oral health and overall health. Good oral health plays a substantial role in the overall health and wellbeing of patients. Students at UMSOD are trained to consider overall health from a variety of standpoints including the ways in which global literacy informs excellent patient care.

The Associate Dean for Student Affairs described the eagerness of UMSOD students to engage in exchange and mission-oriented global opportunities. At the School of Dentistry, administrators believe that global literacy is important and that graduates should be adept at working with diverse populations and successfully navigating this aspect of patient care.

UMSOD students have many opportunities to enhance their academic knowledge and extracurricular training in this area. Some examples include participation in:

- Community service initiatives throughout Baltimore, the state of Maryland, and beyond (including the Dean's Community Service Initiatives for students who are exceptionally dedicated to serving members of the community through public service).
- Courses, starting in the first year of dental school, expose students to perspectives of oral health care services from the standpoint of cultural and global literacy. Students continue their learning in third-year courses that emphasize the ways in which culture influences patient care.
- Community service learning externships at various local, statewide, and global sites – including in China, the Dominican Republic, Honduras, Jamaica, and Tanzania.

In January 2018, UMSOD established an Office of Global Student Exchange Programs and welcomed the first cohort of visiting



exchange students from a dental school in China. The new office is responsible for coordinating observation-based exchange programs; teaching students about academic and research operations at the other institution; and offering learning about the ways in which culture informs the approach to patient care. Along with new initiatives in the Global Student Exchange Programs Office, UMSOD looks forward to continuing to expand curricular and extracurricular initiatives as it relates to global literacy and the ways in which it informs patient care.

## LESSONS FROM THE SCHOOLS

From assessing all of the university's programs, it is evident that global literacy is deemed to be of value in the various professions. However, competing priorities often crowd out commitment to fostering global literacy. While the direct demands of an academic program may be used as the rationale to de-emphasize a skill such as global literacy, strategic discussions are important to find ways to incorporate critical global lessons into the tight curriculum.

## SURVEY DATA

In an effort to achieve an inclusive and comprehensive understanding of global literacy on campus, we surveyed over 700 UMB students and faculty to ascertain their opinions on global literacy and to help assess the environment on campus. This survey consisted of questions that assessed student and faculty opinions, ideas, and recommendations. The main purpose of the survey was to provide us with quantifiable data to discuss along with all of our other findings.

These survey responses and results illustrate that UMB students desire more global learning opportunities and helped shape our recommendations to the individual schools and university as a whole.

## NOTABLE SURVEY QUOTES

### QUESTION 13: DO YOU THINK GLOBAL LITERACY IS IMPORTANT TO YOUR PROFESSION?

"As physicians tending to the health and well-being of individuals, all aspects of an individual's life must be considered, including their education level, cultural habits and standards, and their expectations with regard to their ethnic/

cultural backgrounds. People are not robots; care must be personalized! In a melting pot like University of Maryland and like the United States at large, the demand for global literacy is even greater in order to ensure personalized care. "

"We live in a city that is very diverse, with many immigrants, refugees, and movement. The more globally literate you are, the easier it is to be culturally sensitive and cognizant of other's backgrounds and beliefs as something they will bring to a medical interaction. And that their culture or beliefs are never 'bad,' just 'different.'"

### QUESTION 14: SUGGESTIONS

"Make it a requirement within each course to have a lesson on global literacy geared toward that specific course."

"Sending out a campaign video highlighting all the events geared towards global literacy on the UMB campus. This would help students further their interest and awareness around global literacy."

## KEY SURVEY RESULTS

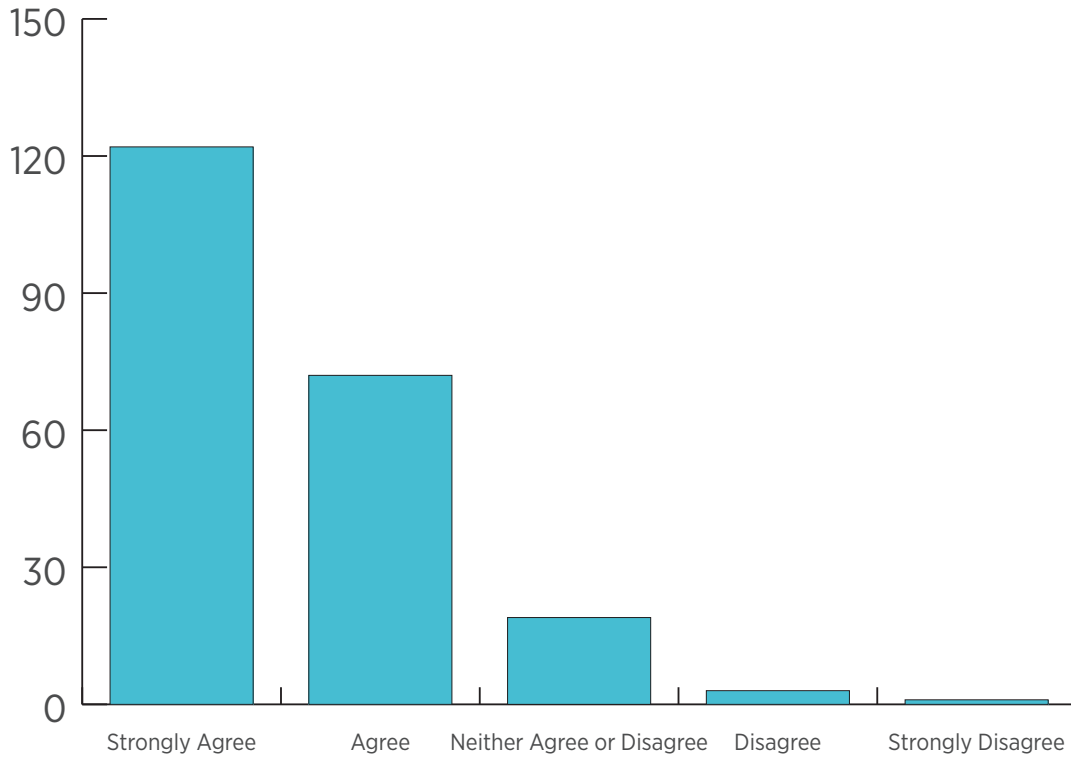
89% of survey responses from students showed that they agreed or strongly agreed that in order to succeed in their profession, it is important to be globally literate.

Only 42% of students believe that there are adequate global learning opportunities at their respective schools currently. However, between schools there are noticeable differences. 14% of law student respondents and 35% of dental school student respondents agreed or strongly agreed that UMB provides adequate global learning opportunities. Whereas, 48% of nursing students and 60% of pharmacy students either agreed or strongly agreed that UMB provides adequate global opportunities.

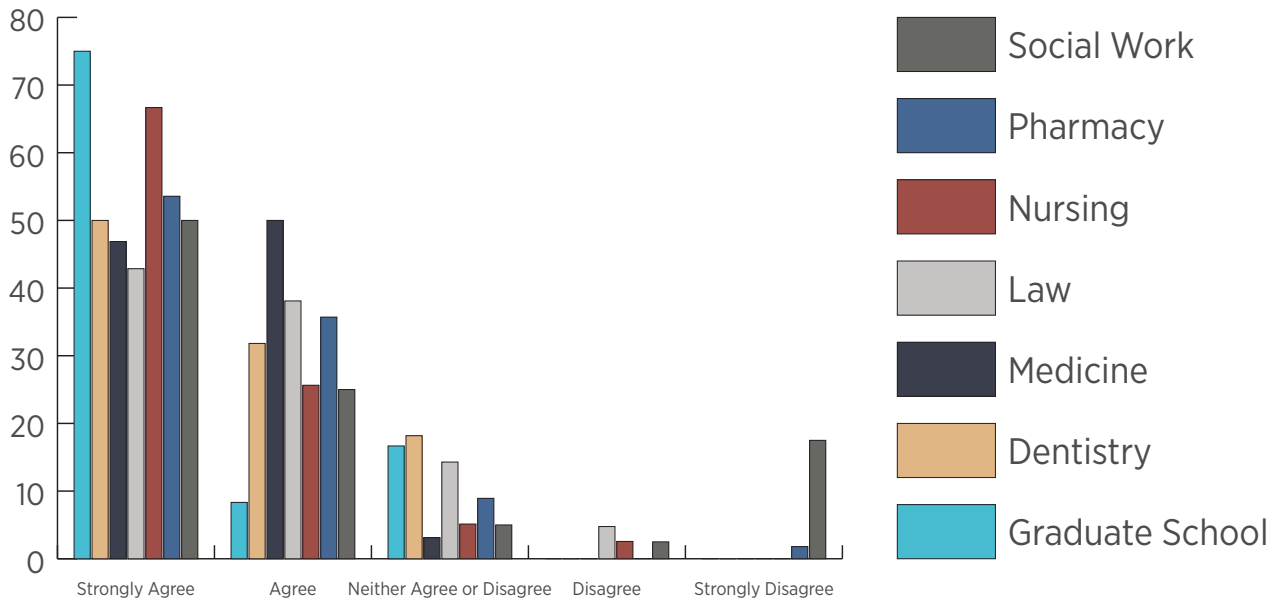
94% of faculty respondents agreed that global literacy is important to succeed in their respective profession. However, only 19% of faculty respondents either agreed or strongly agreed that enough educational opportunities for global learning are offered at the academic program/professional school level at UMB. Only 25% of responses either agreed or strongly agreed that there are enough educational opportunities for global learning at the central university level. Moreover 82% of faculty responses believe there are current barriers to global learning for students citing curriculum structure and "narrow, objective competencies".

## QUESTION 9: TO SUCCEED IN MY PROFESSION, IT IS IMPORTANT TO BE GLOBALLY LITERATE

### STUDENT RESPONSES

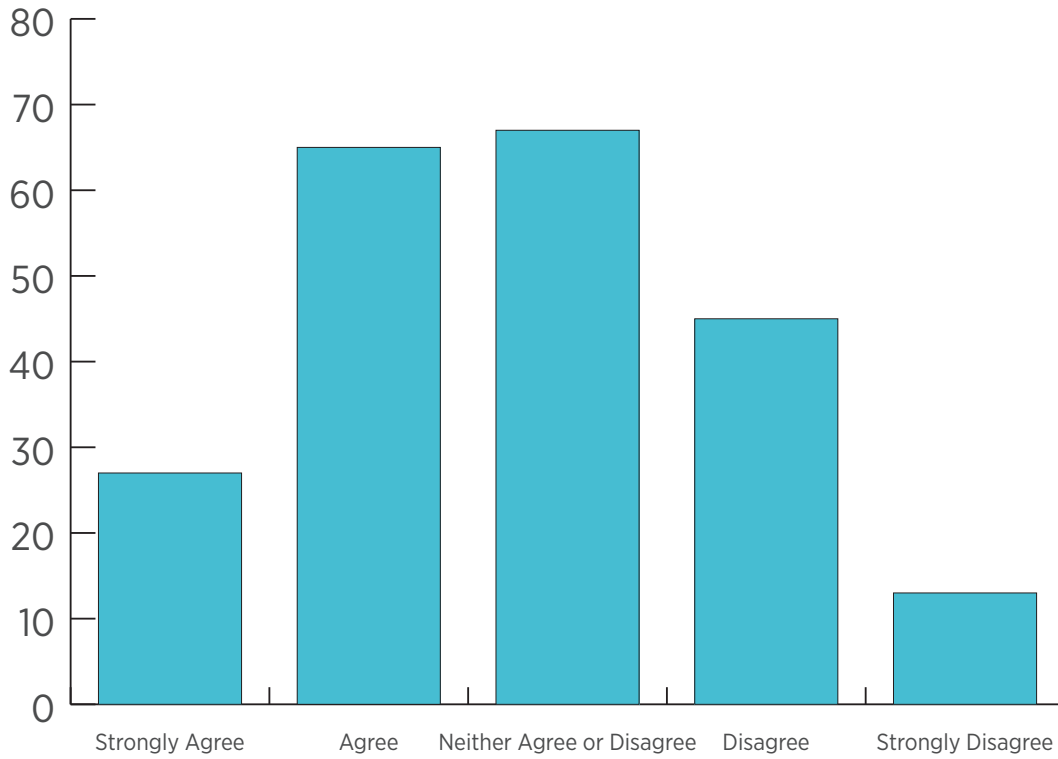


### PERCENTAGES BY SCHOOL

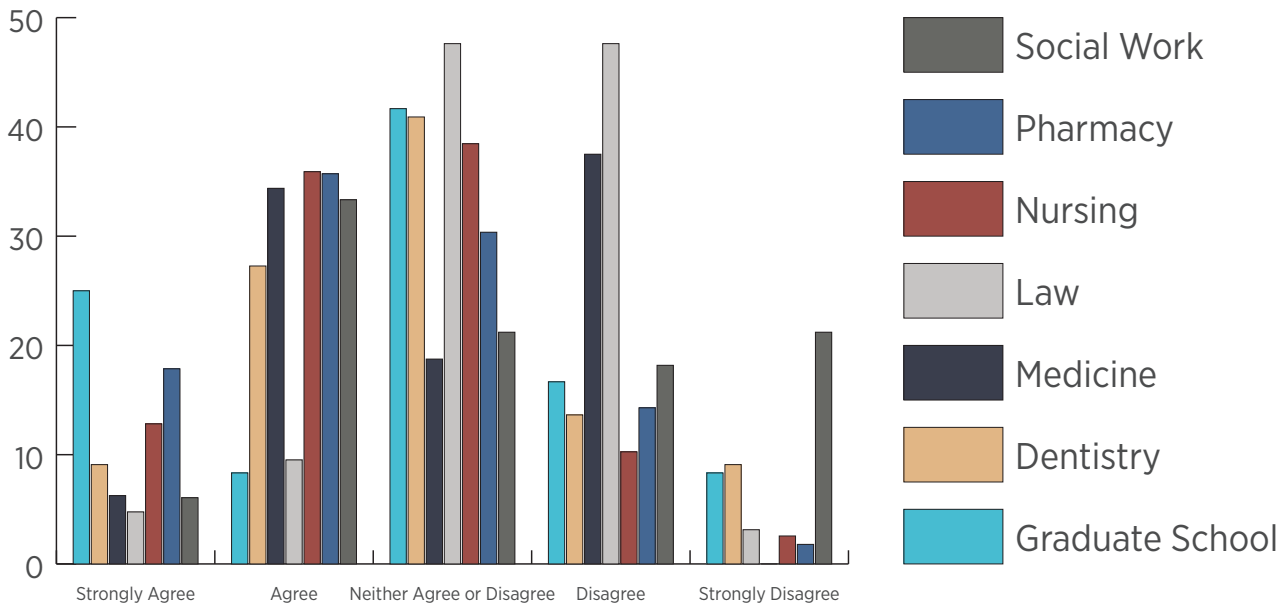


## QUESTION 12: I BELIEVE UMB PROVIDES ADEQUATE GLOBAL LEARNING OPPORTUNITIES IN MY SCHOOL

### STUDENT RESPONSES



### PERCENTAGES BY SCHOOL



## RECOMMENDATIONS

UMB has more than an opportunity to strive for betterment in global literacy; it has a moral imperative, an impassioned request from students, and a bar of excellence to meet. It is therefore vital for UMB to implement large-scale alterations that can help in the preparation of more globally literate professionals.

UMB can help foster global literacy by adopting some of the best educational practices we noted earlier in this paper and by listening to the suggestions of UMB faculty and students as expressed through the survey. We Fellows believe there are short term and long-term goals to be achieved. Though change may seem incremental at times, each step of the process will be necessary in an effort towards a globally literate campus.

A few of our “low hanging fruit” or more easily attainable suggestions for the university and the individual schools are to:

- Bring a global honor society to campus: Phi Beta Delta. This would encourage students from different disciplines to continue in their efforts, come together, and perhaps create a focused, centralized hub of information and awareness on our campus that fosters global literacy.
- Offer a language course for all students, such as an interprofessional one credit medical Spanish or basic Spanish 101 course open to all schools. Exposure to languages may help students see the importance of taking time to help those who have language barriers. These courses would promote cultural understanding and appreciation of different languages, modes of thought, and inclusionary practice. Language skills are integral to effective communication with many of these patients and/or clients, and should be made readily available to all students.

The following suggestions are long term goals that will require university administration at the highest level to initiate:

- To have a complete change in culture on campus, especially at the institutions that have stated a commitment to globalizing the campus, faculty must be included in the process. Tenure and promotion processes

should include recognition for global literacy efforts in order to support a culture of a comprehensive dedication to internationalization and provide time and space for early-career faculty to participate.

- Encourage comprehensive evaluation of existing curricular and co-curricular offerings in relation to global literacy. Other institutions have undergone the same self-study and these efforts can be used as models. An early effort specifically geared toward developing global literacy was undertaken by Carnegie Mellon for their Educating for Global Awareness Project in 2003. A complete description is above but we were very impressed by the idea of giving faculty grants to develop global curriculum. In CMU’s case, the university president provided competitively selected faculty members with seed grants to support course development. The funding lasted for three cycles with the agreement that the courses would become institutionalized. We believe such a grant program for faculty at UMB would tremendously promote global literacy in every school.

- Create long-term relationships with universities in other countries to allow UMB students to interact with students from different parts of the world, and provide an opportunity for an exchange of thoughts and culture. Because financial, employment and family circumstances prevent all (even most) students from traveling overseas, we suggest a strategic effort to study how the university can interact with overseas partners on virtual platforms. The interactions could be online courses where UMB students are able to take classes that are offered in universities abroad simultaneously. One of the requirements for the students could be to complete at least one project virtually with their classmates who are abroad. Engaging in such projects would enable an exchange of processes and ideas with students who have different perspectives and interpretations. Students would learn from each other and develop an appreciation of others beyond their universities. Some universities have made great strides in fostering global literacy through online curricular collaboration – one of which is within the University of Maryland system. University of Maryland College Park offers multiple online courses through their Global Classrooms Initiative. Global classrooms are virtual, project-based courses offered in collaboration

with partner universities abroad. Another good example is the University of Minnesota Duluth Collaborative Online International Learning (COIL) program that enables collaboration between international universities. COIL courses involve the co-development of a course module by two or more instructors from different countries. These virtual international learning opportunities are critical to the internalization of our campus and for many students who are not able to travel abroad, online team based learning provides engagement with foreign cultures and promotes global literacy. We believe that the Global Classroom and COIL programs would be beneficial in UMB's realization of long-term relationships with international universities to promote international learning opportunities and foster global literacy.

- Create a fund –possibly through donor funding – that supports international education for students. Such a fund

would allow more students to participate in education and research overseas and, more importantly, ensure that students of low financial means have the same opportunity as other students to take part in international programs.

- Develop an in-person or online pre-departure training for all schools that trains students in cultural responsiveness, safety and security issues, team work and team expectations, and community engagement principles. Consider a single training that could be used for Baltimore and international placements.

Longer-term goals will require resources, time, and thoughtful consideration of best practices and the necessity of global literacy in each professional context. Although increasing opportunities to go abroad would be a significant improvement, there are more steps that need to be taken at the institutional level that may require more time or

## SCHOOL SPECIFIC RECOMMENDATIONS

**UNIVERSITY OF MARYLAND CAREY SCHOOL OF LAW**  
 Consider bringing back the international clinic so that students can practice law alongside lawyers in a different setting to gain an understanding of legal and policy issues from another perspective.

**UNIVERSITY OF MARYLAND SCHOOL OF MEDICINE**  
 Develop more pathways for medical students to study and research with faculty at IHV and IGH in Baltimore and at international research sites.  
 Focus on how to think globally and act locally (aka teach ethics, law, social determinants of health, etc) in service learning.  
 Provide effective pre-departure training for students going on international rotations.  
 Strengthen medical language courses.

**PHYSICAL THERAPY AND REHABILITATION SCIENCE (SCHOOL OF MEDICINE)**  
 Offer more international opportunities for third year rotation and add physical therapy practices in foreign countries into the curriculum.

**MASTER OF PUBLIC HEALTH PROGRAM (SCHOOL OF MEDICINE)**  
 Create international Capstone opportunities.

**UNIVERSITY OF MARYLAND SCHOOL OF SOCIAL WORK**  
 Develop a course on Global Literacy, which can also encompass cultural competence, as it pertains to the international world and the local alike. Even providing cultural context for SW students before heading to their field placements would be extremely valuable.

**UNIVERSITY OF MARYLAND SCHOOL OF DENTISTRY**  
 Create more international clinical opportunities for dental students.  
 Create time in the curriculum for students to engage in school-sponsored or university-sponsored international education programs.

**UNIVERSITY OF MARYLAND SCHOOL OF NURSING**  
 Provide a development workshop/toolkit on global literacy for faculty members.

**UNIVERSITY OF MARYLAND SCHOOL OF PHARMACY**  
 Provide students with effective pre-departure training prior to experiential rotations abroad and other international opportunities.

resources. Thankfully, ACE is set to join UMB for an intensive international skills, focus, and policy building program. From all of ACE's work and surveys, they found that the two most significantly effective factors that increase global literacy on campus are making strides with curriculum and faculty development. One does not need to leave Baltimore to improve their global literacy. Instead, UMB should infuse global literacy practices in all our sites of learning. To that end, we recommend the following:

- Increased faculty involvement in global literacy development by expanding resources for faculty, including options for compensation, regular development opportunities, and recognition in tenure and promotion processes. Considering faculty interest and research related to global literacy during the hiring process should also be a value of each school.
- Each school should take steps to infuse its curriculum with teaching and learning centered on global literacy practices. International and local service opportunities are not merely an opportunity for students to enhance their resume and their own cultural capital, but should also serve a useful and intentioned purpose for the future clients and patients of each school. Each school of professionals has an obligation to ensure that their students practice both locally and globally with globally literate values. While this would of course look different in each school, core practices should remain constant: critical self-reflection, negotiation of linguistic and professional meaning, and an orientation to collaborative problem solving that integrates cultural and social diversity as a resource for problem solving and new knowledge construction.
- End the silo-ed nature of UMB global literacy practices. Many of the recommendations from students in the campus-wide survey included requests for opportunities that are already available, but of which they were unaware. Increasing awareness can only come from clearer lines of communication and a dedication to our students in the form of increased connections. We believe an optimal way to create this transparency and communication would be for each school to bring on a "global liaison." These liaisons will represent their individual school's needs, as well as the opportunities and needs of UMB at large. They

would work together with the faculty and administration to enhance current curricula with content more explicitly focused on globally literacy practices, create international and local opportunities for study, and increase lines of communication and transparency around programs as they develop.

## CONCLUSION

UMB's statement of core values indicate a commitment to diversity by "...prepar[ing] our students to thrive in a diverse society and in a world where social interaction, work, and exchange occur across geographical, cultural, and socioeconomic boundaries." The statement goes further to affirm that "we immerse our students in experiences that expose them to different perspectives and provide them with varied learning opportunities."

UMB must equip students with the tools to work with, not for, communities across difference. We Fellows felt honored to have had the opportunity to reflect and delve into what this campus has to offer, and where it can go, in regards to global literacy. We hope to see UMB thrive in this area.

When students have a tough time understanding an academic topic, teachers push them to try harder and offer them resources. In the realm of social connection at a graduate level, it should be no different: UMB must equip students with the tools to enhance their levels of global literacy. The obligation to develop a globally literate student body also falls on students to take advantage of available opportunities. For those of us who have never left the country or even the state, it is time to step out of our comfort zone and approach new situations and people. This does not only mean going to another country but exposing ourselves to different ways of thinking in our curricula and engaging with students, faculty, and community members that help us grow intellectually and emotionally. This is vital to the richness of the professionals our university generates, and is worth a concerted effort. The growth of global literacy at UMB will not only require creating long term relationships with the international universities, offering more languages in different program curricula, providing incentives for faculty to engage in global literacy and infusing different program curricula with global literacy - it will also require a tremendous level of commitment from both faculty, students and UMB as a whole.

## ACKNOWLEDGEMENTS

There are so many individuals to thank for helping us realize this opportunity to bring global literacy to the forefront.

First, we are indebted to President Perman for suggesting this important topic, and for giving us the opportunity to share our findings.

We could not have accomplished writing this paper without the incredibly impactful assistance of Virginia Rowthorn and Bonnie Bissonette from the UMB Center for Global Education Initiatives and James Wright from the UMB Writing Center.

We are extremely grateful to Isabel May, Courtney Jones Carney, and Hope Wallace for their contributions as well.

A huge thank you to the speakers who participated in the UMB Global Literacy symposiums throughout the year: Dawn Whitehead, PhD (Senior Director for Global Learning and Curricular Change for the Office of Integrative Liberal Learning and the Global Commons, The Association of American Colleges & Universities), Shannon Márquez, PhD (Vice Provost, Clinical Professor of Environmental and Occupational Health, Drexel University), Louis N. Hunter, PT, DPT (Assistant Professor and Director, Experiential Learning and Global Initiatives, Department of Physical Therapy in the Jefferson College of Health Professions, Thomas Jefferson University), Adriana Medina-López-Portillo, PhD. (Assistant Professor, Intercultural Communication, University of Maryland Baltimore County), and Michelle Morse, MD, MPH (EqualHealth, Brigham and Women's Hospital, Harvard Medical School).

We'd like to thank each school liaison, be it dean or representative, who met with us to provide more insight into how each professional school on campus values global literacy.

This paper was truly a collaborative effort across disciplines, and each student and faculty member at UMB, whether directly or indirectly, has helped us create this document and assess this information.



## WESLEY CHAN

School of Medicine

Wesley Chan is a third-year medical student at the University of Maryland School of Medicine. He completed his undergraduate degrees in Biomedical Engineering and Applied Mathematics and Statistics at Johns Hopkins University in 2015.

Wesley became passionate about addressing issues within global health through various mission trips in Asia and South America. More recently, he had the opportunity to work in The Gambia with Dr. Melissa McDiarmid in 2016 through UMB's Center for Global Education Initiatives to assist in strengthening the healthcare workforce through discussions and education about occupational health hazards.

During his clinical year, Wesley has had the opportunity to serve diverse patients, applying and growing his knowledge and skills acquired in the classroom while gaining a deeper understanding of global literacy. He has a career interest in global health and healthcare systems and hopes to pursue a dual Emergency Medicine/Internal Medicine residency. He is excited to be one of the President's Fellows to help encourage and promote global literacy within medicine and the UMB community.



## SANIYA CHAUDHRY

School of Pharmacy

Saniya Chaudhry is a second-year pharmacy student at the University of Maryland School of Pharmacy. She completed her undergraduate degree in Biological Sciences at the University of Maryland, Baltimore County in 2016.

She is currently serving as the Phi Lambda Sigma Leadership Society's President-Elect and the APhA-ASP Pre-Pharmacy Mentorship Program Co-Chair at her school. After serving as a Diversity Educator Intern at UMBC, her interest in promoting inclusion sparked. Saniya's passions include learning about different cultures, equal access to health care, and promoting diversity and acceptance. She hopes to pursue a clinical pharmacy residency after graduation and provide services for underserved populations.

She is excited to be a part of the President's Fellows program, so she can do her part to encourage a more inclusive campus.





### **MOLLY CROTHERS**

School of Nursing

Molly Crothers is a second-year nursing student pursuing her first undergraduate degree. She completed her prerequisites and obtained a Global Public Health Certificate at the University of Maryland, College Park. This is where Molly's love for public health grew, particularly in the area of women's health.

During the summer of 2017, she was a member of an interprofessional project through the Center for Global Education Initiatives, as she and a group of other UMB students examined the barriers to retention of HIV care in Liberia. Additionally, Molly is an undergraduate research assistant in the Pain and Translational Symptom Science Department. These experiences reinforced her desire to continue her education after she completes her BSN to become a midwife and a family nurse practitioner in order to interact with the community locally and globally.

During this fellowship, Molly hopes to explore and evaluate how the UMB campus is promoting global literacy in nursing and ways that nursing can collaborate with other professions to promote global literacy and a culturally competent health care system.



### **RHIYA DAVE**

School of Medicine, MPH

Rhiya received her bachelor's degree in Biological Anthropology from George Washington University. This degree provided her a vehicle to shape her passion for understanding socio-cultural factors and other elements of human life that impact health. With this mind-set, Rhiya decided to pursue a master's in Public Health with a concentration in Global Health. Rhiya has conducted clinical research at Johns Hopkins' Wilmer Eye Institute and the Children's National Medical Center-Fetal Medicine Institute. More recently, she had the opportunity to travel to Botswana through UMB's Center for Global Education Initiatives and work on research to help understand the efficacy of its HIV program.

Rhiya's future career goals include becoming a physician. To better understand the systems and world that have helped shape the patients that come to doctors, it is important to understand influences and relationships in their lives. Rhiya plans on using global literacy in all aspects of her career because it will allow her to be a better student, a better physician, and, most importantly, a better world citizen.



### **ALEXANDRA HUSS**

School of Social Work

Alexandra received her bachelor's degree in English Literature from the University of Maryland, College Park. Her love of literature extended into a passion for analyzing diverse characters and individuals, which inspired her to pursue a master's degree in social work. Alexandra has taught English in Thailand and South Africa and maintains a love of international learning. She also works as a consultant in the UMB Writing Center, collaborating with students across disciplines and cultures. Through encouraging and researching global literacy as a fellow, she hopes to help broaden horizons and help create opportunities for others through language and cultural exchange.

Alexandra's focus of study is trauma-informed care, and she seeks to become a clinical counselor and advocate for those who have experienced trauma. Alexandra volunteers as a victim's advocate, joining survivors of sexual assault in the ER to help make them aware of their rights and available services. Pairing her love of service and literature, she is enthusiastic about creating resources that connect a diverse array of individuals to the global community.

### **ESTHER KIMANI**

School of Pharmacy

Esther Kimani is a fourth-year pharmacy student at the University of Maryland School of Pharmacy. She completed her associate of arts degree with a focus in Chemistry and Biology at the Community College of Baltimore County in 2011.

Esther has held several leadership positions, including: president of Alpha Zeta Omega Pharmaceutical Fraternity; grassroots and advocacy committee leader of the Academy of Managed Care Pharmacy; and bi-weekly director of Christian Pharmacy Fellowship International.

Esther is currently the alumni liaison of Alpha Zeta Omega Pharmaceutical Fraternity. Esther works as a pharmacist intern for CVS, which has provided her with an opportunity to apply the knowledge, and skills acquired in the classroom through patient counseling and performing various tasks. Esther plans on applying all the pearls learnt from being a global literacy fellow. Esther plans to form collaborations between pharmacists from industrialized countries and pharmacists from Third World countries in order to promote learning and exchange of ideas and knowledge. She believes that her experience as a global literacy fellow will help equip and enable her to actualize her dream.



## **NANA AKUA TUFUOH**

Carey School of Law

Nana Akua Tufuoh completed a dual-degree program at the University of Florida, where she received a bachelor's degree in Health Science and a bachelor's degree in Economics in 2015. She is in her final year of the Juris Doctor program at the University of Maryland Carey School of Law and is pursuing concentrations in health care law and business law.

Nana is passionate about addressing issues of global concern through law and policy. She has experience with the Joint United Nations Programme on HIV/AIDS (UNAIDS) and the World Health Organization (WHO) in Geneva, where her research focused on legal aspects of the HIV/AIDS epidemic such as criminalization. As a student attorney in the School of Law's legal clinic, she assisted low-income clients with matters ranging from custody to housing. She is currently completing an externship at the National Institutes of Health (NIH) in which she is investigating policy efforts around newborn screening for sickle cell disease in Sub-Saharan Africa.

Nana is eager to contribute to the promotion of global literacy on campus as a President's Fellow.

## **SHERIDAN TODD YEARY**

Carey School of Law

Sheridan "Todd" Yeary is a third-year evening law student at the Francis King Carey School of Law. His curricular focus is on human rights and civil rights law, building on his experience as a Baltimore City pastor and public policy advocate. Todd holds a BA in Management from National-Louis University, a Master of Divinity Degree from Garrett-Evangelical Theological Seminary, and the Graduate Certificate in African Studies and the PhD. in Religion in Society and Personality from Northwestern University. He is a 2013 Public Policy Dispute Resolution Fellow of the Carey School of Law.

Todd's interest in global literacy extends from his dissertation research on the role of cultural pilgrimage, and from his prior work as director of the international studies program in Ghana, West Africa while serving on the faculty of Northern Illinois University. He intends to leverage the insights gained during this year of exploring global literacy and internationalization in public interest law practice that focuses on international human rights litigation, and through establishing new connections for international linkages with local communities as part of his community organizing work.

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