

Fall 2024

GLOBAL CURRENTS

a publication of the *Global Programs and Strategy Alliance* at the University of Minnesota



UNIVERSITY OF MINNESOTA
Driven to Discover®

from the Vice Provost

Internationalization at UMN



Harvey Charles, Ph.D.

It's Bigger and Broader Than We Think!

Since beginning as Vice Provost for International Affairs at the University of Minnesota one year ago, I have come to appreciate even more the length, breadth, and depth of its engagement with internationalization.

One of the reasons I was keen to assume this position was because I have known of the “U’s” reputation as a leader in international education as early as my time in graduate school more than 30 years ago. In addition to being the first U.S. institution to offer a doctorate in international education, for example, UMN has a national reputation for curriculum integration and other

cutting-edge approaches to internationalization. This year we celebrate 150 years of hosting international students. We were one of the first institutions to enter China after its opening to the world in 1979 and welcomed our first Chinese students in 1914.

There are many other anecdotes about UMN’s impressive profile in international education that I can share with you, but it is also clear that there isn’t a consensus about what internationalization is all about on this campus—a state of affairs that is more the rule than the exception throughout postsecondary education in

the United States. Way too often, internationalization is narrowly seen as the presence of international students on the campus or the number of students participating in study abroad, or in effect, student mobility concerns.

In this, the inaugural issue of Global Currents, I therefore felt it necessary to offer readers a sense of the broad spectrum of work covered by international education at the University of Minnesota. It is our view that internationalization is the academy’s response to globalization and provides the University with the capacity and tools to exploit the opportunities presented by globalization while minimizing the challenges that come with it. Internationalization helps prepare our students to be globally competent, support faculty as they work within global scholarly networks to push the boundaries of knowledge, and navigate and support the ways in which the global intersects with the local community inhabited by the University.

It is impossible to be a world-class research university in the 21st century without a deep commitment to and engagement with global work in all aspects of our operations

The objective of Global Currents is to foreground the work of UMN faculty in internationalizing teaching, research, and service; therefore, the magazine features articles written by faculty and administrators on a range of topics from Collaborative Online International Learning (COIL) to the Global MBA offered by the Carlson School of Management, from the Sustainable Development Goals initiative to how design can support the decolonization

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Global Currents

Harvey Charles, Ph.D., *Editor*
Jennifer Schulz, *Asst. Editor*
Victor O. Leshyk, *Designer*

Global Currents features the work of faculty to internationalize the curriculum and the campus; it is published twice yearly by the Global Programs and Strategy Alliance at the University of Minnesota.

Current and past issues can be found online at global.umn.edu/publications. This publication is available in alternative formats upon request to global@umn.edu.

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The Carlson School of Management Global MBA Programs

by Stephen Parente, Ph.D.

For more than two decades, the University of Minnesota's Carlson School of Management has partnered with institutions across the world to share its expertise in providing high-quality education for business executives. This has included the delivery of global MBA programs in Poland, Austria, and China.

These relationships are long standing and have also been innovative in recent years.

In 2019, amidst the bustling cityscape of Shanghai, the Carlson School laid the cornerstone for a groundbreaking venture in healthcare education—the Medical Industry MBA program. This innovative program aimed to bridge the gap between traditional business management and the intricacies of the ever-evolving medical sector.

As the program's inaugural class stepped through its doors, they embarked on a journey that would redefine their careers and shape the future of healthcare management in China and beyond. With a



diverse cohort of aspiring leaders, ranging from seasoned healthcare professionals to fresh graduates hungry for change, the program fostered a dynamic exchange of ideas and experiences.

Led by a faculty comprising esteemed

Dr. Stephen Parente, founding Academic Director of the Medical Industry MBA, welcomes students during an orientation session in Shanghai

scholars and industry experts, students delved into a comprehensive curriculum tailored to the unique challenges and opportunities within

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20+ years...

For over 20 years, the Carlson School has partnered with leading global business schools to offer Executive MBA programs in China and Europe. In addition to the Medical Industry MBA program, this portfolio currently includes the China Executive MBA (CHEMBA) in partnership with Sun Yat-sen University's Lingnan College and the Vienna Executive MBA (VEMBA) in partnership with the Vienna University of Economics and Business. These programs enroll over 100+ global business executives annually representing more than 20 nationalities.



Medical Industry MBA students and program leadership from the 2023-2024 cohort at their orientation session in Shanghai



Design for the Memorial of Kontea's Killed and Missing

DESIGNING MEMORY: Decolonizing Curricula

by Tasoulla Hadjiyanni, Ph.D. and Debra Lawton

Decolonizing has now been embraced as core to many institutions around the country, albeit a core initiative that is fraught with tensions and challenges. Decolonizing “...compels all of us to take a stand as it calls for identifying systems of exclusion as well as working to change them” (Hadjiyanni, 2019, p.3).

Unpacking systems of exclusion, however, should not be restricted by geographical boundaries. Current efforts to decolonize design education are often centered on US-based ex-

periences. This focus risks losing the opportunity for stories of trauma and exclusion from other parts of the globe to nurture a deeper sense of global citizenship among students. Embracing a global decolonizing vision brings forward the question of how design educators can cultivate and identify partnerships that could be enmeshed into design curricula.

This article draws on an interdisciplinary and transatlantic partnership between **Dr. Tasoulla Hadjiyanni** (interior design) and **Debra Lawton** (graphic design) at the University of Minnesota. Hadjiyanni has

been leading the curation of the **Memorial for Kontea's Killed and Missing in Cyprus** for the past three years through a community-engaged process. The 1974 Turkish invasion divided the island and resulted in thousands killed or missing. Nine of those individuals come from Hadjiyanni's now-occupied village of Kontea. The memorial, titled “**Learn their stories,**” includes sculptures from 10 local artists that honor the lives lost, help surviving family members heal, and instill resilience to future generations (see illustration above).

In Fall 2022, Hadjiyanni connected with Lawton through a design course (**Des 3352 - Identity and Symbols**) to: a) help spearhead the memorial's graphic identity and strengthen fundraising efforts, and b) expose students to the traumatic remnants of colonialism and their present ramifications.

Planning for the course required navigating expectations and solidifying commitment. Instead of mandating the project for the entire class, Lawton gave students three

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Veterinary Medicine's Critical Partnership With China on Pork Production and Biosecurity

a conversation with John Deen, Ph.D.

Pork is the meat of choice in China, and the country produces half of the world's

pigs. A long-standing University of Minnesota partnership ensures the country has the expert knowledge to safely and effectively meet the demand.

The Leman China Swine Conference, modeled after the U.S.-based **Leman Swine Conference**, is now approaching its 13th year and is **the world's largest pig farming industry conference** with more than 12,000 attendees.

The relationship began more than two decades ago, when University researchers **John Deen** and **Robert Morrison** of the College of Veterinary Medicine were approached by the Chinese pork industry. At that time, China was changing rapidly with increasing urbanization and affluence, leading to more demand for pork and the need for a more efficient and robust pork industry.

"The University's swine group is considered one of the top programs for research and education for pork production in the



Dr. John Deen takes the stage at the Leman China Swine Conference

world," said Deen, now an emeritus professor of Veterinary Population Medicine. "We've developed a lot of good ideas and methodologies, and when half the pigs in the world can benefit from that, we want to see the information and the ideas spread."

The benefits of the relationship extend beyond China to the University and to the State of Minnesota. It opens up more opportunities for Minnesota's farmers, with China accounting for almost 20 percent of Minnesota's agricultural exports. It also provides opportunities for University researchers to be involved in various projects, such as pork production and

biosecurity in China and throughout the region, and in emerging diseases not seen in the United States. African swine fever is one such disease, but University research is aiming to

understand it before it could arrive.

"We are a worldwide community of farmers and veterinarians who look after pigs, and what we do in one country affects another country. The conference and this relationship has a net positive benefit for both parties, in my experience," said Deen. "And for myself, it's just a different way of looking at pigs and pig farming to expand the imagination of what we can do."

The University's swine group is considered one of the top programs for research and education for pork production in the world



John Deen is Professor Emeritus of the Department of Veterinary Population Medicine

PLANETARY HEALTH:

The New Paradigm for Nursing Education

a conversation with *Teddie Potter, Ph.D., RN, FAAN, FNAP*

In fall 2023, the School of Nursing announced the launch of the **Center for Planetary Health and Environmental Justice** to educate future planetary health leaders, promote planetary health practice, and advance innovative research. The following is an excerpt of a conversation with **Teddie Potter**, the center's inaugural director as well as the school's director for planetary health.

Planetary health is solutions oriented, which really aligns with nursing in that we aren't just studying the problems—we really get in there to try to solve the problems. Instead of focusing on treatments, we focus on behaviors and behavior shifts to maximize health.

Planetary health looks at bringing the global community together to work on changes that will improve the lives of future generations. That's where I wanted to put my effort, and that's what the Center for Planetary Health and Environmental Justice is about.

We worked with the **Planetary Health Alliance** and experts from around the world in various disciplines to identify an educational framework of five domains we want every student in higher education to walk away understanding and having been exposed to: **interconnection within nature, the anthropocene and health, equity and social justice, movement building and systems change, and systems thinking and complexity.**

We are the **first** nursing school to thread **planetary health** across an **entire program**, and others in the U.S. and around the world are **looking to us**

At the School of Nursing, we have threaded planetary health through our entire curriculum at all levels. Our students understand they are part of this global transition and movement. It's not just an elective course or something that some students take. Every single student is part of this experience. Every single faculty is part of making this possible. We are the

first nursing school to thread planetary health across an entire program, and others in the U.S. and around the world are looking to us because we're operationalizing these theories of what we need to change.

One of the missions of the Center is that it's not just going to be insular and only looking at nursing. Our goal is to find others across campus who can be planetary health champions and really bring this work forward in their area—not to replicate what nursing is doing because we're solving our own parts of the puzzle.

You cannot do planetary health if you do not understand that it is a global issue. Even if you never travel outside of Minneapolis and St. Paul, you are still being exposed to these massive environmental, planetary structures that impact our health. It's about understanding that issues around the world can dramatically shift what's happening in Minnesota. We saw that with the pandemic, and we certainly saw it with smoke coming from Canada's wildfires. That understanding helps all our people be as resilient as possible and make the necessary preparations for a world where these environmental shifts are having impacts.

We know what needs to be done, and we have innovative solutions at our fingertips. If we can learn to listen to and work with those who have different ideas and expertise, we will be well on our way to creating a future that works for all life on the planet!

Teddie Potter is Director of Planetary Health at the School of Nursing



Seeing the Future:

How Global Learning on Climate is Transforming Minnesota

by Sabine Engel, Ph.D.

Recently, I had an intriguing conversation with Olmsted County Commissioner and former Minnesota State Senator **David Senjem**, who previously served as chair of the Senate Capital Investment Committee and the Senate Energy and Utilities Committee. It's how I came to know and work with him for the past dozen years as part of the **Institute on the Environment's** (IonE) international renewable energy partnership effort involving Germany. He told me about a virtual meeting he'd just had with local government leaders eager to lead their cities and counties into a resilient future.



The challenge, it appears, was “how do you **actually see** the future to lead there?” Where do you look? For Senjem, the answer was specific in a way that sticks with me: *“I saw the future, honestly, through foreign travel. You get to go where it's different. People do things differently and think differently. Looking carefully and with an open mind, you eventually return home and realize that's probably where some of the future is. Now you are in the position to lead.”*

Twenty groups of established and emerging leaders in Minnesota have had the opportunity to engage in global learning on energy and climate since 2011. More importantly, they have been able to turn these learning experiences into action at home since the IonE

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Students at FH Muenster





international learning goals. It also means that faculty are called on to continue creatively developing new approaches to international learning in these digital exchanges, with recent exciting examples in marketing, agricultural science, language learning, entrepreneurship, general chemistry, sustainability education, global supply chain management, outdoor education, deaf studies, and arts education.

Prior to the pandemic, many faculty were apprehensive about investing their time in these international collaborative learning projects, with concerns related to videoconferencing and time zones often standing in the way of project development. Those concerns were

COIL: An Accessible Pedagogy for Global Learning

by Daniel Nolan, Ph.D.

Universities around the world are increasingly leveraging virtual exchange opportunities to expand access to international learning.

COIL, or Collaborative Online International Learning, is a kind of virtual exchange that focuses on student-to-student learning and collaborative project development between two or more faculty. To “COIL” a course means to work together with an interna-

tional partner to co-create a learning activity in which your students then collaborate with your partner’s students to pursue a shared learning goal.

These projects typically involve active and project-based learning; they are normally between three to eight weeks in duration; they take place within existing courses; and can involve synchronous or asynchronous activities, or both. COIL is an intentional way to help students deepen international, intercultural, and global

learning, and prepare them to work in global teams. This approach to international learning can be integrated into a wide variety of fields of study.

What is perhaps most important about COIL’s capacity for transformative impact is that these projects offer our students an equitable space to engage with their peers around the world. The efficiency, and adaptability, of online international exchange means that programs on both sides of the exchange can expand the reach of their

quickly wiped away as the world turned to virtual exchange during the pandemic.

In 2023, the International Virtual Exchange Conference met again in person to reflect on a world characterized by change, rapid expansion of the field, and new and old concerns. Expansion has also meant that critical voices have grown clearer, pointing out how many institutions, especially in the West, have failed to engage in equitable exchange even as they pursue intercultural learning goals. Those failures and lessons will need to remain in focus as we engage with many

new partners eager to invite their students to collaborate in active learning projects with our students.

In addition to partner development work at the International Virtual Exchange Conference, the UMN COIL Initiative is developing new pathways for faculty to partner with their colleagues in the **Aurora Alliance**, which is a network of nine European universities collaborating on five focus areas: **social entrepreneurship, health and wellness, digital society, sustainability, and climate change.**

Daniel Nolan is Director of the UMN COIL Initiative and Associate Professor of German Studies at the Duluth campus

To learn more about COIL and other opportunities for training together with international partners, go to the COIL Initiative website: global.umn.edu/coil

A Global Imperative: Promoting the Well Being of People With Disabilities



A screen showing the robot's remote "pilot"

The innovative DAWN robot cafe in Tokyo gives persons who are largely housebound due to disability a larger public presence as live "pilots" who operate robotic waiters via remote interface to interact with customers in real time

better school, living, and employment environments for those with disabilities compared to countries with limited infrastructure of services in many Eastern European, South Asian, and African countries. These countries, however, tend to surpass western industrialized countries in having a more cohesive family and community background in which children, youth, and adults with disabilities receive their upbringing and care.

by Renata Ticha, Ph.D.

At the Institute on Community Integration (ICI) we promote the inclusion of children, youth, and adults with disabilities, and those receiving educational support, through research, training, and information dissemination.

Children, youth, and adults with disabilities across the globe face many similar challenges as they progress through their academic, social, and vocational lifecourse trajectories. In developed countries there are policies and systems of services in place to provide support for people with disabilities and their families that enable a better quality of life. While these systems are not without their shortcomings, they typically facilitate

At ICI, we have built many partnerships around the globe with universities as well as with governmental and non-governmental organizations to both learn from and share information about effective practices implemented in environments in which people with disabilities study, live, and work across the lifespan. This work at ICI is driven by the Global Disability Rights and Inclusion program and the Global Resource

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Discovery and Partnership in an exploration of the Swedish Healthcare System



by Ryan Armbruster, Ph.D.

Embarking on an international educational journey is a transformative experience that transcends traditional classroom boundaries. As a

faculty member leading executive MHA students to Sweden, I had the privilege of guiding a group of future healthcare leaders through an immersive exploration of the Swedish healthcare system. This journey was not just about learning different healthcare practices,

it was about opening doors to global perspectives and sparking a wave of innovative ideas that could revolutionize healthcare back home in the United States. Herein lies a narrative of discovery, partnership, and the profound impact of international academic experiences.

The initiative to lead executive MHA students to Sweden was driven by the opportunity to expose them to a healthcare system renowned for its efficiency, innovation, and health outcomes. The goal was to provide a platform

for students to gain first-hand insights into a different healthcare paradigm, one that could potentially reshape their perspectives on healthcare delivery and policy.

Leading the students through this experience was an enriching endeavor. It was inspiring to see them engage with Swedish healthcare professionals and participate in interactive learning sessions. Witnessing the practical application of healthcare strategies and the direct observation of Sweden's healthcare system in action

provided the students with a dynamic and insightful educational experience.

The perspectives gained from the trip were invaluable. Students were able to observe a healthcare system that prioritizes patient-centric care, preventative strategies, and seamless integration of services. These observations prompted robust discussions on how such strategies could be



“This experience taught me to approach the problems we see in the U.S. healthcare system in a way that makes me question why. It taught me to push on the assumptions that the American healthcare system is the way it is and it’s the only way to perform.” — Executive MHA student Mary Clare DuRocher

Global Gopher Caucuses Help Students Navigating International Identities

adapted to enhance the U.S. healthcare system.

The trip was a resounding affirmation of the power of international, experiential learning. It was not just about acquiring knowledge; it was about changing the way future healthcare leaders think about and approach healthcare challenges. The experience was a catalyst for innovative thinking and a broader understanding of what is possible in healthcare.

In conclusion, the journey to Sweden was more than an academic excursion; it was a pivotal moment in the educational careers of our executive MHA students. It broadened horizons, challenged pre-conceptions, and provided invaluable insights that will undoubtedly influence their approach to healthcare leadership. As they return to their roles in the U.S., they carry with them not just memories, but a renewed vision for what healthcare can and should be—a vision inspired by the innovation and efficiency of the Swedish model.

Ryan Armbruster is Program Director, Executive MHA, and Senior Fellow, Division of Health Policy & Management, School of Public Health



by Marina Uehara

International students preparing to attend the University of Minnesota expect to experience many differences, from food to weather to classroom teaching styles. They don't always anticipate how their individual identities will be viewed and accepted in the United States.

A student may have been the majority in terms of their national identity back home, but can find themselves identified as a minority in the U.S. Or a student with a marginalized identity at home, such as being LG-BTQIA+ in a country where it is illegal, may experience anxiety living with the more open attitude toward sexual identity found in the U.S. (see student reflection on back cover).

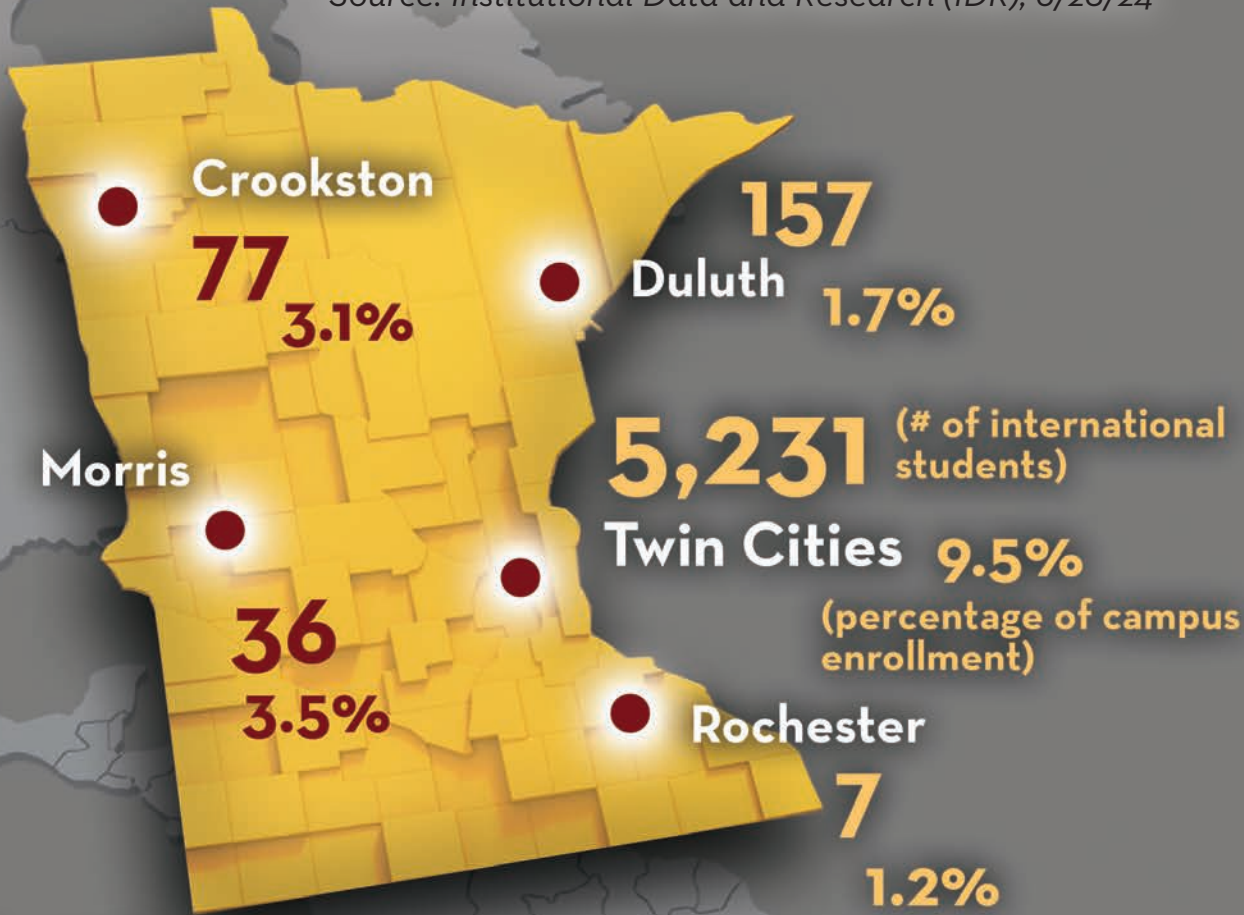
One of the ways **International Student and Scholar Services (ISSS)** is supporting these students is through the **Global Gopher Caucuses**, which are student-led spaces where students can navigate the complexities of their international identities within the U.S. framework and context.

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International Students (Fall 2023)

Mobility Statistics

Source: Institutional Data and Research (IDR), 6/28/24



Top 10 Locations

Twin Cities only; Source: ISSS

China
India
South Korea
Taiwan
Vietnam
Brazil
Canada
Iran
Malaysia
Saudi Arabia

Top 5 Fields

Twin Cities only; Source: ISSS

- Engineering
- Computer & Information Science
- Biological & Biomedical Sciences
- Business Management & Administrative Services
- Multi / Interdisciplinary Studies



International Scholars: 1,236

Job Function

both Teaching and Research



Top Fields

- Biological and Biomedical Sciences
- Engineering
- Health Sciences
- Physical Sciences
- Agriculture

Study, Research, & Intern Abroad

Total Participants by Campus

Academic Year 2023-24 (as of June 27, 2024), graduate and undergraduate students

Systemwide:	3,196
Twin Cities:	2,847
Rochester:	26
Morris:	88
Crookston:	22
Duluth:	213

Top 10 Destinations

For students studying abroad through the LAC and percentage of total students going abroad

Spain	25%
France	12%
Italy	9%
United Kingdom	9%
South Korea	4%
Ireland	4%
Denmark	3%
Germany	3%
Thailand	3%
Ecuador	2%

Top Countries

- India
- China
- Brazil
- South Korea
- Pakistan
- Germany
- Canada
- Iran
- Italy



The China Office: Bridging Cultural Difference and Fostering Academic & Scholarly Collaboration



by Joan Brzezinski

The University of Minnesota has a long and deep history with China, starting in 1914 when the first Chinese students enrolled.

We were one of the first American universities to enter China and establish partnerships when it opened to the West in 1979.

The University of Minnesota community currently hosts more than 3,000 students and scholars from Greater China. In addition, our research and exchange partnerships with some of China's top universities allow our faculty to collaborate with their Chinese counterparts to address some of the world's most pressing problems.

It is on the basis of this rich and successful history that the University of Minnesota opened its first official international office

in Beijing in 2009. The mission of the **China Office**—which is a unit of the long-standing **UMN China Center**—is to enhance educational collaboration, support prospective and current students, and engage with alumni.

Having a physical presence in China, staffed by professionals we know and trust, is a huge asset for the University. It allows us to respond to opportunities that may arise more promptly, makes it more convenient for prospective

partners to engage with us in their native language, and supports our efforts to build stronger relationships than we could only from afar. As a graduate of the University of Minnesota Twin Cities, China Office Director Fran Liu is able to represent the University and its interests on the basis of deep familiarity and a strong sense of loyalty.

The office's services and space are available to University faculty, staff, and departments to support their work in China. Office staff

can offer advice and support for visits to China, provide counsel and vetting of prospective partners, and assist with promoting initiatives and academic programs to the Chinese market in a culturally appropriate manner. Examples of specific campus support have included the promotion of academic programs through WeChat and arranging in-country pre-departure sessions for incoming students.

Another major role of the office is to engage prospective and current students and our thousands of alumni in Greater China through local events and a robust social media strategy. It's extremely helpful for students and parents to have an in-country connection to answer questions, and alumni chapter leaders appreciate the ongoing and timely support from local staff.

Since 1979, the University's China Center has worked to build the bridge of understanding, friendship, exchange, and cooperation between the U.S. and Greater China. The China Office in Beijing is an important component of this work. We look forward to working with our campus partners to expand our connections, create new opportunities, and share our interests in China.

Joan Brzezinski is Executive Director of the University of Minnesota China Center

Mapping the SDGs onto Research, Teaching, and Institutional Operations



SUSTAINABLE DEVELOPMENT GOALS

What are SDGs?

Developed through a consultation process with governments, international organizations, practitioners, and civil society organizations, the SDGs aim to provide a comprehensive and integrated framework to address pressing, global issues. Comprised of 17 goals with accompanying targets and indicators to measure progress toward the targets and goals, the SDGs include environmental, economic and social goals on an equal footing.

by Karen Brown, Ph.D.

The well-known adage to “think globally, act locally” asks us to understand the connections between our own communities and the bigger, global picture. At the University of Minnesota, the United Nations Sustainable Development Goals (SDGs) offer one way to illuminate the global-local relationship.

Three hallmarks of the SDGs make them an especially useful tool for fostering research, education, and partnerships at the University of Minnesota. First, the SDGs are **holistic and integrative**—that is, the framework calls for attention to

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Expanding Educational Resources About the Indigenous Peoples of Northern Europe and Russia

The Kathryn A. Martin Library at the University of Minnesota Duluth has one of the largest Sámi collections in the world, with thousands of books, films, and other items related to the indigenous people of northern Europe and Russia. A trip to Sápmi, supported by an international travel grant from the Global Programs and Strategy Alliance, is helping Library Director Matt Rosendahl expand the library's offerings.

“There’s a long list of cultural, environmental, and historical programming we’re going to develop over the next few years that comes from a deeper and more nuanced understanding of not only the history, but the ways that Sámi

(right): The Sámi Parliament of Norway Library houses the country’s largest collection of books and documents concerning Sámi languages and subjects

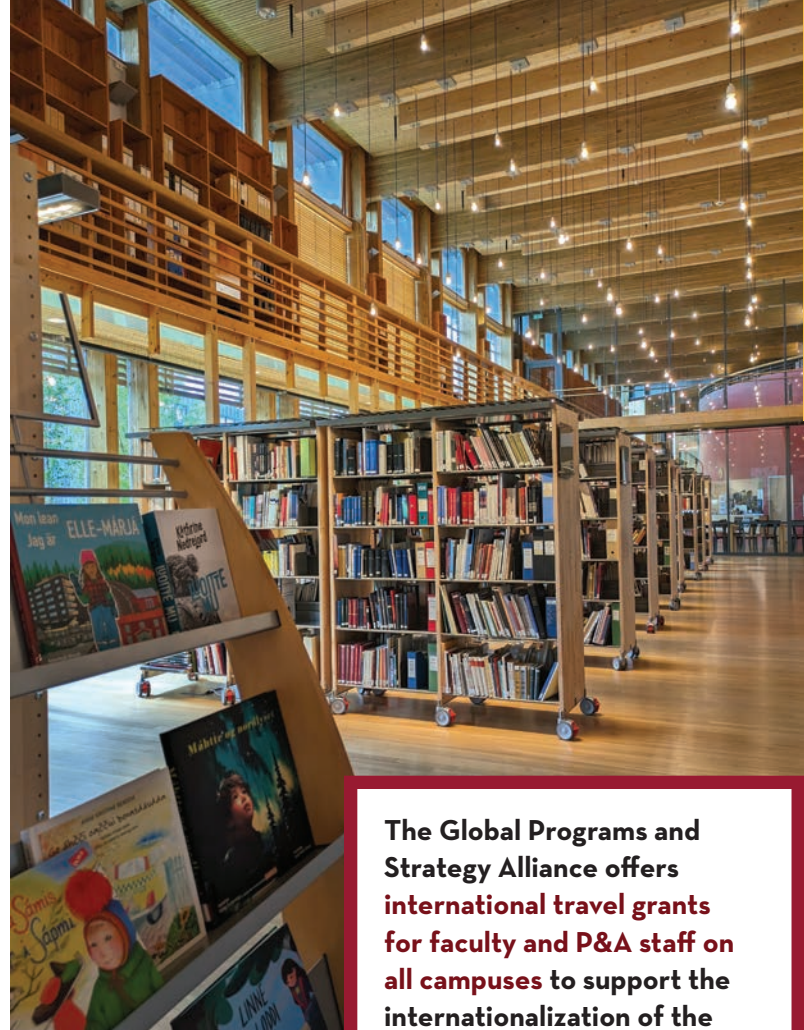
people experience contemporary issues,” Rosendahl said.

Rosendahl highlighted the work on climate change that is happening in Sápmi, such as the **Zero Arctic Project**, which examined how to learn from traditional knowledge and the ideas of traditional construction in designing climate-friendly buildings. The project focused on Northern Finland, Canada, and Japan, with an emphasis on cooperation with the indigenous people of the regions.

“There’s a lot to be learned from what’s happening in



Rosenthal spent time with a reindeer herder



Sápmi that can be applied here in northern Minnesota – and, in fact, connected with work that’s also happening here,” he said.

The indigenous experience is of particular interest to Rosendahl, especially as it compares to that of the native communities of northern Minnesota.

“In the past, I too often made an indigenous to indigenous connection or comparison in my thinking,” he said. “While there are similarities for indigenous peoples’ experiences in this world, there are also important differences. This contrast became very apparent to me while I was there.”

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The Global Programs and Strategy Alliance offers international travel grants for faculty and P&A staff on all campuses to support the internationalization of the University through research, teaching, and outreach.

Faculty and staff have used the funds to support curriculum development – both for study abroad and on-campus courses – as well as for research trips, participating in conferences, conducting outreach abroad, or inviting a collaborator to the University.

“The library’s professional development fund is not sufficient to support a trip like this,” Rosendahl said. “Without the travel grant, this trip would have been impossible to afford.”

Learn more about the international travel grants at global.umn.edu/funding/travelgrant

Fulbright:

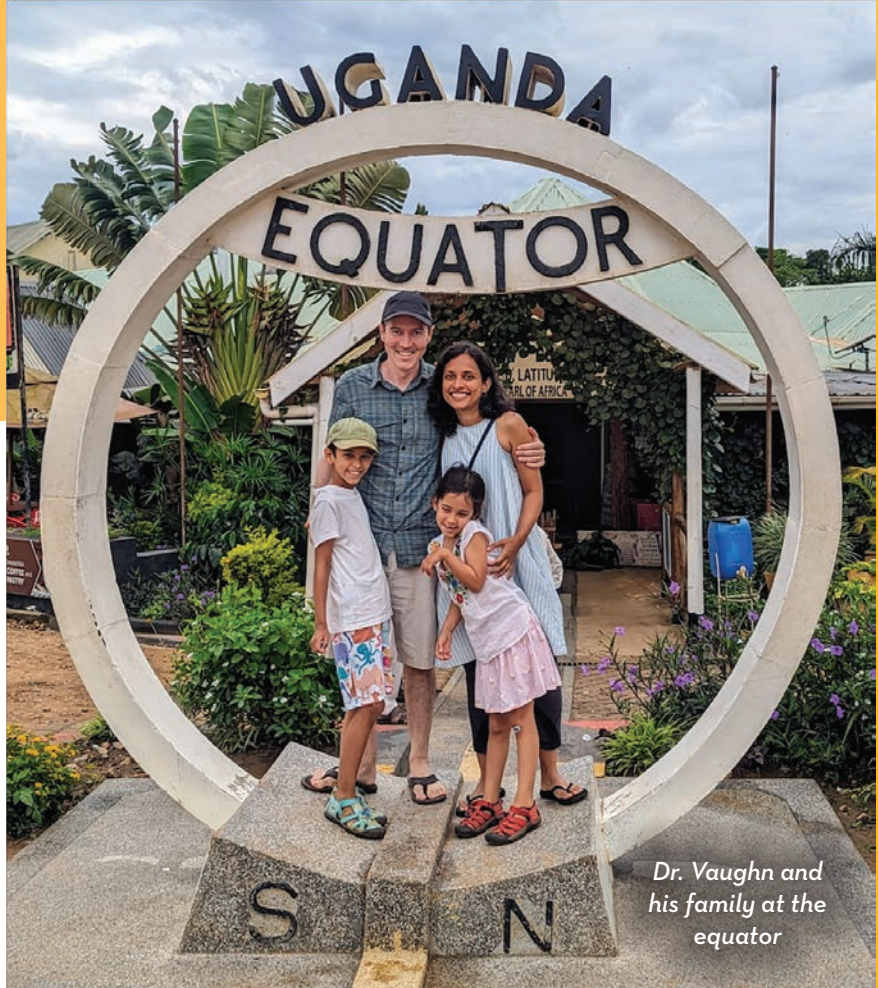
Pathway to Professional and Personal Advancement

a conversation with Dr. Byron Vaughn

One of the biggest myths held by faculty about the prestigious and popular Fulbright Scholar Program is that it is difficult to be granted an award. Nothing could be further from the truth, and **Dr. Byron Vaughn**, Associate Professor of Medicine who was recently a Fulbright scholar in Uganda, says that “chances are high that you can succeed.” He added that “people think it’s impossible and you could never do it, but the truth is it just requires some planning.” In fact, he believes that Fulbright is “an underutilized resource.”

Dr. Vaughn had been making plans for a few years to take a sabbatical in Uganda with his two children and his wife, a University professor with research and collaboration ties to Uganda. He appreciated the flexibility of Fulbright, which is available for one or two semesters (compared to two years for other funding programs like the CDC for example), and supports teaching, research, or both.

“It’s been a huge help financially,” he explained. “Fulbright also helped me make connections with other academics doing research. It’s been great to interact with other Fulbright scholars outside of my own work and interact and engage.”



Dr. Vaughn and his family at the equator

As part of his Fulbright experience, Dr. Vaughn is helping develop curriculum to launch the first gastroenterology fellowship training program in Uganda. The program will be supported by ongoing collaboration with the University of Minnesota through case presentations and eventually trainee and faculty exchange.

“It will really benefit both the University of Minnesota and Uganda. There is a desperate need for GI doctors in Uganda,” he said. “It’s also been a wonderful experience to see these disease processes and have a connection to Uganda and see how care is provided in other parts of the world.”

Dr. Vaughn knew he could make a difference in the health-care system in Uganda, but the experience is also giving him insights and skills he will bring home to Minnesota. “Coming to Uganda has given me a cultural understanding that will help me when working with the East African immigrant population in Minnesota. My care in Minneapolis will be better, and I hope this is something I can impart on my trainees.”

And he has one more piece of advice for those considering an experience abroad: “If you want to do international work, you can absolutely do it and still have a successful career.”

Byron Vaughn is Associate Professor of Medicine; Division of Gastroenterology, Hepatology and Nutrition



Dr. Vaughn and endoscopy staff



Rose Kerubo, a Kenyan farmer (right), discusses her growing strategies and pest management with **Annalisa Hultberg**, Extension food systems educator

Chidi Chidozie (center), U of M Extension Master Gardener volunteer in Hennepin County, joins a conversation between a U of M Plant Breeding Center student and a participant in a St. Paul campus African plants event



Extension's Role in Bringing **African Farming Practices** to Minnesota

With funding from the USDA Scientific Cooperation and Research Program, University of Minnesota Extension and Kisii University partnered to help female farmers in Kenya improve the quality of their vegetables in the field and on the way to markets. Now, those farmers are helping growers in Minnesota, via Extension.

"We needed to learn more about African crops and how they are usually grown in order to help farmers in

Minnesota who are looking for support," says **Natalie Hoidal**, one of two Extension food systems educators who visited Kenya in 2023. *"It's also helping us develop more precise recommendations on nutrients, pests, and planting times so emerging farmers can grow their crops more successfully in Minnesota."*

Most Minnesota gardeners and farmers have never heard of jute mallow, kittley, spider wisp. But there are Minnesotans who know, grow, and love these vegetables. They come from Kenya, Nigeria, Cameroon, Ghana, Somalia, Ethiopia, and beyond.

"International partnerships, like the one with Kisii University, help Extension educators get to know the communities that are moving into Minnesota and where they are coming from culturally," says **John Vreyens**, Director of Global Initiatives in Extension. *"These cross-cultural skills will help educators adapt their programs to meet the needs of the community."*

As a University-trained Extension Master Gardener volunteer, **Chidi Chidozie** is experienced in relaying research-based information. As a Nigerian American who has gardened his whole life, he's passionate about the plants.

"My dream is to create a global garden, where everyone can share the plants from their cultures," he says.

People might not expect many African plants to grow in Minnesota. *"Surprisingly many of them do,"* says Chidozie. *"A bigger challenge is sourcing the seeds."*

Chidozie obtains seeds from contacts in Texas, but winter in Minnesota often arrives before the plants develop seedheads. He's working with the plant breeding program in the University's College of Food, Agricultural and Natural Resource

Sciences with a goal to grow some of these vegetables here.

Vreyens explains, *“It’s an example of going from Extension into research, and just another way Extension continues to connect with residents of the state on what they identify as a need and interest.”*



Minnesota-Kisii Connections

- More than 17,000 Kenyans call Minnesota home, and many are from the Kisii region.
- In 2009, a group of Minnesotans originally from Kisii approached the University of Minnesota for assistance in developing Kisii University into a full university. One of their first projects was to gain accreditation for Kisii’s Law School, which included building a collection of law books with support from Minnesota-headquartered Books for Africa and Thomson Reuters.
- A student in the UMN Masters of Human Rights program conducted field research on LGBTI issues, and his master’s project became the ***“Report on the Violation of Rights on the Basis of Sexual Orientation and Gender Identity in Kenya,”*** jointly submitted by The Eagles for Life and Sign Ishara in Kenya and The Advocates for Human Rights in Minneapolis.
- A USDA-funded project has supported visits to Minnesota farms by Kenyan farmers. Since then, students from Kisii have come to Minnesota to study as part of the MAST International program, and a USDA-funded project supported women farmers.

From the Vice Provost

(continued from pg 2)

agenda, from an academic conference on swine production convened in China and led by our faculty to the Fulbright experience of UMN faculty, and many more. All of these subjects are intended to demonstrate the substantive ways in which UMN faculty are globally engaged and work diligently to ensure that global learning is deeply integrated into the academic experiences of our students, as they lead innovation and discovery which almost always happens in a global context, and as they snatch the many opportunities that constantly emerge from our globalized world to further enrich and enhance the mission of the University of Minnesota.

It is impossible to be a world-class research university in the 21st century without a deep commitment to and engagement with global work in all aspects of our operations. I am pleased that the University of Minnesota has modeled this kind of engagement for many decades and will keep doing so as we continue to assert ourselves as a leading global center for teaching, research, and service.

Global Imperative

(continued from pg 9)

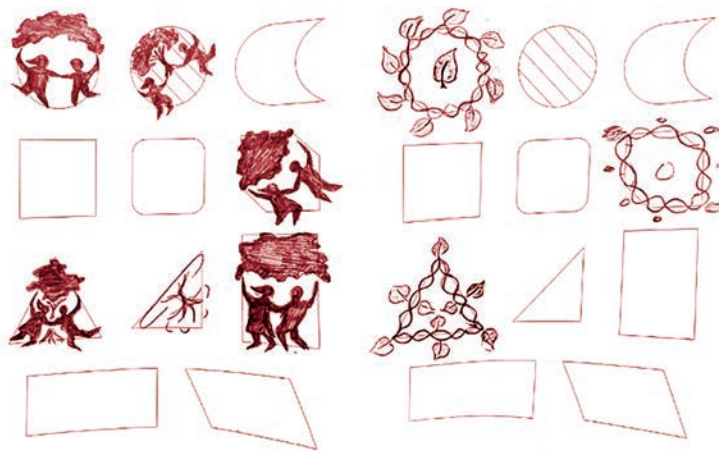
Center on Inclusive Education, co-directed by Drs. Renata Ticha and Brian Abery. These programs include five topics of focus that include capacity building, cross-cultural collaboration, community development and employment, disability rights, and global inclusive education.

ICI staff who are part of the global area engage in projects funded by the U.S. Department of State, including U.S. Embassies, UNICEF, and government agencies of various countries. Our work covers Europe, South East Asia, and many countries in Africa.

ICI’s most recent international funded work includes two projects with Japan focused on the transition of youth with disabilities to employment and using assistive service robotics to support adults with disabilities in social inclusion and employment, both funded by the U.S. Embassy in Tokyo. A second project is focused on economic empowerment of people with disabilities in Kenya, funded by the U.S. Department of State.

Projects like these lead not only to improved processes and experiences for many people with disabilities and their families, but also to lasting relationships with university and local agency staff. At ICI, we have greatly benefited from our international collaborations, gained many new colleagues and friends as well as perspectives that inspire our work in Minnesota and around the U.S.

Renata Ticha is Co-director, Global Resource Center for Inclusive Education, and Senior Research Associate, Institute on Community Integration



Μνημείο Πεσόντων και Αγνοουμένων Κοντέας

Designing Memory

(continued from pg 4)

options to choose from, fostering autonomy and a stronger connection to the project. Lawton also considered time zone differences while synchronizing the course schedule, aligned outcomes with the course's learning objectives, and guided students in building foundational knowledge through exposure to Cyprus' history, language, and symbolism (see example from logo development in Figure 2). Representatives from Kontea and **Professor Rebecca Krinke** (Landscape Architecture) attended studio presentations and critiques via synchronous online meetings and helped select the winning design by Andrew Lafferty (Figure 3).

The challenge of a global engagement intensified students' work ethic: they recognized the value of

Fig 2 (top): sketches to develop the Cyprus memorial logo

Fig 3 (below): the final winning logo design

design and their skills as visual communicators and wanted to "get it right." In Lafferty's words, "**As a human, I was honored to work on a project that truly means something to other people. This was the first opportunity I ever had to do something like this.**"

Ethan Favor's reflection speaks to how exposure to unknown stories can ignite students' sense of responsibility: "**As a human hearing stories of struggle and resilience, I am very interested in learning how being a refugee or being generations removed from being a refugee can affect your traditions and stories.**"

Internationalizing the curriculum and enhancing the identity of students

as global citizens do not require getting on a plane. Two interventions can amplify these efforts: a) capitalizing on international faculty connections, and b) infusing space and time for cross-disciplinary learning innovations. Implications include encouraging and supporting international faculty in sustaining relationships overseas; finding ways for performance evaluations to account for the additional workload embedded in such partnerships; and giving visibility to global engagements as a means to inspire and propel others.

Tasoulla Hadjiyanni is Professor of Interior Design and Debra Lawton is Senior Lecturer of Design, both in the College of Design

References: Hadjiyanni, T. (2020). Decolonizing interior design education. *Journal of Interior Design*, 45(2), 3-9.

Global MBA

(continued from pg 3)

the medical domain. From healthcare economics to strategic planning, every course was meticulously crafted to equip students with the knowledge and skills needed to navigate the complexities of the industry.

Outside the classroom, students immersed themselves in a rich tapestry of experiential learning opportunities. Internships with leading healthcare organizations provided invaluable hands-on experience, while industry seminars and networking events offered

insights from top executives and thought leaders.

As word spread of the program's success, enrollment soared, drawing ambitious individuals from across China and beyond. By 2024, the program had graduated or enrolled more than 125 alumni and students, each equipped with the expertise and vision to drive innovation and transformation in healthcare management.

The impact of the Medical Industry MBA program extends far beyond the confines of academia. Alumni have assumed leadership positions in hospitals, pharmaceutical companies, and healthcare startups, pioneering initiatives to improve patient care, streamline operations, and shape healthcare policy.

With each graduating class, the program continues to evolve, adapting to the shifting landscape of the medical industry and pushing the boundaries of innovation. As the University of Minnesota's beacon of excellence in healthcare education, the program remains committed to its mission of shaping leaders who will revolutionize the future of healthcare management, one visionary at a time.

Stephen Parente is Professor in the Department of Finance, Minnesota Insurance Industry Chair of Health Finance, and Associate Dean of the Global Institute, Carlson School of Management

Seeing the Future

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program started in partnership with the Dayton Administration and **Lt. Governor Yvonne Prettner Solon** in 2011. Policymakers such as state **Senator Senjem**, **House Majority Leader Jamie Long**, and **House Speaker Melissa Hortman** took inspiration from Germany and authored legislation setting Minnesota on a path to sustainable energy, Think Minnesota's **2013 Solar Energy Standard** and the **2023 100% Clean Electricity Law**. Agency heads at **Commerce, Minnesota Pollution Control Agency**, and the **Department of Transportation** established formal collaborative working agreements with peer agencies in Germany's state of **North Rhine-Westphalia (NRW)** to share best practices on energy efficiency, climate change and resiliency and transportation infrastructure.

Sustainability-minded businesses, including **Ever-Green Energy** and **Con-nexus Energy**, our state's largest electricity distribution utility, encountered approaches and practices that inspired new business measures.

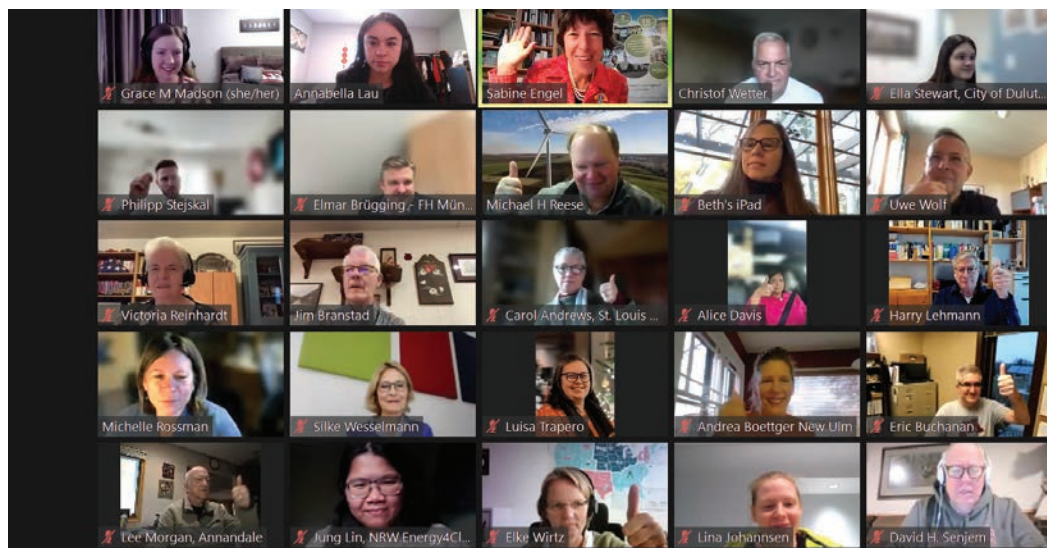
A group of twelve municipalities in Minnesota and NRW joined as technical partners in IonE's **Climate-Smart Municipalities (CSM)** project to learn from each other and lead together. The glue that holds it all together, gives us hope, and I believe,

motivates on a deep emotional level are our U of M students and students from FH Muenster University of Applied Sciences, our CSM international partner. Each year during Winter Break, a group of 22 U of M students from across the system have the opportunity to travel to Germany as part of the **CFAN3532** study abroad experience "**Germany: Leading the Renewables Revolution.**"

with CSM partner cities and businesses in Minnesota, accelerating the clean energy and sustainability transformation that is underway in our own state at the local level. Cities that "see the future" often don't have the technically trained and research-connected personnel to help develop ideas and collect data for grant application. The CSM interns, however, are able to provide this sup-

All students participating in the CSM project, whether enrolled at the U of M or FH Muenster, gain experience, skills, and perspectives that prime them for potential leadership roles in a professional field of their choosing.

I often wish we could place our U of M students in similar internships in Germany. The key requirement is command of the German



Germany-Minnesota collaboration on Zoom

The students meet leaders in politics, state and local government, and business in Germany's NRW state. They visit sites that show aspects of a sustainable future centered around people and their local communities. They connect with student peers at FH Muenster University of Applied Sciences. And they come back inspired and transformed.

FH Muenster's environmental engineering students play a special role in Minnesota. They serve as five-month technical interns

port. CSM interns have helped accelerate energy and sustainability efforts at the **City of Duluth**, **St. Cloud's** wastewater treatment plant, and the **City of Morris**. This year's cohort of six young environmental engineering interns are currently at work on projects at the **City of New Ulm** (energy & water), the **City of Morris** (heat pumps for cold climates), and our U's **West Central Research and Outreach Center** (renewable hydrogen, green ammonia as a drop-in fuel, agricultural robots, and PFAS mitigation).

language. How do we get to that baseline? This year for the first time, a student from UMD interned at the **City of Saerbeck** working at its internationally known **Bio-Energy Park**. She is a graduate of the Twin Cities German Immersion School and effortlessly meets that baseline requirement.

Sabine Engel is the Director of International Partnerships at the Institute on the Environment



Global Gopher

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These caucuses provide opportunities to talk about their experiences, get support, and share information. The program now includes caucuses for a variety of identities: LGBTQIA+, Muslim, Black-Identifying, Latino/a/e, sponsored students, parents, and students with disabilities.

Akosua Addo, an associate professor in the School of Music, has spoken with the Black-Identifying International Student Support Group about her academic journey and establishing herself as an African scholar in the academy.

“I was an international graduate student once. My heritage is Ghanaian, Jamaican, and British. I have a profound responsibility for supporting graduate students in their careers,” Dr. Addo explained.

Survey data shows that students who participate in these events report a greater sense of belonging and inclusion, and a more welcoming campus environment.

“Graduate students will fill positions in the academy, industry, and so on. They will be change-makers in

Boynton Health open house for international students

the future. And for that to happen, they need safe spaces to share their ideas, dreams, and challenges with like-minded colleagues.”

The caucuses are just one of many programs offered by ISSS and campus partners to welcome, prepare, and support new international students. Survey data shows that students who participate in these events report a greater sense of belonging and inclusion, and a more welcoming campus environment.

“Collaboration is critical to internationalizing any campus. At the U, these caucuses serve as catalysts for facilitating intercultural development among participants in the caucus and beyond,” said Dr. Addo. *“There is much potential in cultivating a sense of belonging on campus and reaching out toward innovative teaching and research practices. The long-term impact of these networks expands the scope and possibilities of internationalization at the University of Minnesota and elsewhere.”*

Marina Uehara is Program Director for Student Engagement, International Student and Scholar Services

SDGs

(continued from pg 15)

trade-offs and synergies among the goals. For example, will the use of certain approaches to increasing food production (SDG 2 Zero Hunger) affect efforts to meet Climate Action targets (SDG 13)? Second, this framework emphasizes action toward the goals, and thereby focuses our attention on the impact of our activities. Finally, unlike previous international frameworks, the SDGs call for truly global action. Achieving the ambitious goals requires all countries and communities to participate.

The University established the SDG Initiative in 2019 to address the issues identified by the SDGs—not only in research and education, but also in our institutional operations. We have mapped UMN courses and research to the SDGs, enabling students and others to find opportuni-

The SDGs call for truly global action. Achieving the ambitious goals requires all countries and communities to participate.

ties for engagement on the issues that matter to them. The Initiative has also given SDG research grants to faculty, staff, and students to foster exploration and analysis in areas including sustainable food systems, gender-based

Students at the ISSS Academic Success event



violence in refugee camps, rural wastewater management, and equitable urban greenspace access.

The University's most recent institutional strategic plan, **MPact 2025**, expresses an institutional commitment through a number of measures related to sustainability, including improving our performance vis-a-vis the SDGs as measured by our assessment in the **Times Higher Education Impact Rankings**. The Impact Rankings are a relatively new ranking system that explicitly evaluates how higher education in-

A partnership with **ESRI**, the **Kellogg Foundation**, and the **Public Foundation** to develop an SDG data platform will enable universities and their sub-national regions to contribute to the goals of the SDG Data Alliance by measuring, tracking, and promoting local efforts. Collecting and analyzing this data can help to integrate and connect often isolated local efforts toward national and international change. The SDG Initiative and UMN play an important role in fostering local implementation of the SDGs.

Sámi Parliament of Norway Building
Karasjok, Norway

students must acquire literacy if we are to enjoy enlightened leadership in this critical area of the human experience. We are pleased that the university's commitment to this agenda remains strong and ongoing.

Karen Brown is co-lead of the UMN Sustainable Development Goals Initiative and Director of the Interdisciplinary Center for the Study of Global Change



Expanding Educational Resources

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Rosendahl explained that the current experiences of the Sámi and the Ojibwe in Minnesota are very different. For example, the Sámi do not have sovereignty and land rights.

“Comparing native community to native community flattens and doesn’t do justice to people and their history, culture, and the unique issues they face today,” Rosendahl said. *“At the same time, there are things that can be shared and we can learn from.”*

In his meetings with librarians, educators, and leaders in Sápmi, Rosendahl also discovered that the library can access records and information to help with cataloging. This will enable more researchers, both at UMD and around the world, to discover its Sámi collection.



The 17 Sustainable Development Goals (SDGs)

stitutions are doing—as place-based institutions, as research producers, and educators and partners—in addressing the urgent issues raised by the SDGs. The process of collecting and analyzing data for the Impact Rankings enables us to see how we are doing in several key areas, and how we might strive to do better.

While the transformative power of the SDGs ultimately lie in how they impact ordinary people within local communities around the world, the SDGs represent a significant global issue with which college

Braving New Spaces:

Navigating Queer International Identities

*A reflection on the LGBTQIA+
International Student Caucus*

by Vongrathayuth Hingphith

Reflecting on my journey as a queer (bisexual) Cambodian international graduate student at the University of Minnesota, I grapple with the intricate layers of identity and the unique challenges we face in a predominantly white institution. Some of the most pressing questions I asked myself, and which many international students might also ask, are: Is being part of an LGBTQIA+ community dangerous for me as an international student? Will it impact my standing here? Do I need to be an advocate or speak louder (braver) about my identity just to belong? Can I openly embrace this community if I can't do the same back home? Am I queering the right way or the white way? Is naming my sexuality and gender identity a must?

These concerns stem from the fear and cultural stigmas we experience in our home countries,

where conversations about LGBTQIA+ issues are often met with hostility. Even as an advocate, I frequently struggle to find a balance—seeking a safe space to express my marginalized identity without staying too quiet, to ensure such spaces continue to exist.

The University of Minnesota provides a unique opportunity for identity exploration, though it also comes with its own set of challenges. While the evolving landscape of LGBTQIA+ rights and activism in the U.S. significantly influenced my decision to study here, I soon realized that establishing supportive networks is not always straightforward. Many international students, myself included, hope to find vibrant queer communities but might struggle to identify explicitly as activists or community members, even though we don't hide our identities.

Being part of the LGBTQIA+ International Student Caucus has been both a privilege and a necessity for me. It offers a much-needed break, a space where I can connect and feel safe while figuring out how my queer identity fits into my academic journey. Additionally, it allows me to support others who need a calming and understanding community. The Caucus, in collaboration with the **UMN Gender and Sexuality Center (GSC) for Queer and Trans Life**, has been

instrumental in helping us navigate and redefine our identities.

I vividly remember the power of holding space for each other within the Caucus. It's incredible to see how confident we've become in our own skins, regardless of where we are in our journey to understanding our unique intersectionalities. This experience has shown me the importance of fostering networks for social change and embracing the diverse identities of international students within their home contexts.

One poem I wrote during my time here that still resonates deeply with those of us in the Caucus goes like this:

I am braver; I can be braver if the space allows me to.

I am braver away from home because it is a land where nobody knows my name.

I come to know my name and become confident that the space should also know my name as I refamiliarize myself with who I am.

Braver is not louder. Braver is calmer. Braver is being kinder to myself.

There is no such thing as queering the right way.

And now, I have learned that the nonbinary definition of living my own queer life is to accept the uniqueness and fluidity of who I am within the spaces I have been, where I am now, and where I will be.

Here, we have become braver versions of ourselves, a little less afraid of being who we are, and a little more aware of our true selves and who we should be. We embrace the nonbinary understanding of our growth as LGBTQIA+ international students, carrying the complex layers of oppression and privilege that intersect in our identities.

Vongrathayuth Hingphith is a doctoral student in Comparative and International Development Education at the College of Education and Human Development