

Episode 1: Hilary Landorf on the Evolution of *Global Learning for Global Citizenship*

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STEPHANIE DOSCHER >> You're listening to Making Global Learning Universal. Conversations with engaging diverse perspectives, collaboration and complex problem solving in higher education, on campus, online, in local communities and abroad. I'm your host Stephanie Doscher, Director of Global Learning Initiatives at Florida International University and coauthor of Making Global Learning Universal, Promoting Inclusion and Success for All.

HILARY LANDORF >> I do have this memory of one of the first times I was at FIU. So I came to FIU in 2002 and the first class I taught was developing a global perspective. And I came on campus and saw on -- and saw that billboard that's on 107th and Eighth street and I had this vision that every student at the University, what would happen if every student at the University could take a course like developing a global perspective.

STEPHANIE DOSCHER >> You did not.

HILARY LANDORF >> I swear to God.

[Laughing]

STEPHANIE DOSCHER >> That was Hilary Landorf, founding Director and now Executive Director of FIU's Office of Global Learning Initiatives. We now know what would happen if every FIU student took not one but at least two or more global learning courses as part of their undergraduate education. It would change many of those student's lives. The lives of the faculty and staff working with them, the life of our University and yes, Hilary's and mine. This is a really special episode, because in it, Hilary and I cast our thoughts back to the very beginning of global learning for global citizenship, the moments when we were first hired to develop and lead the initiative and then we trace its evolution from how whoa found our true call to action to our definition of global learning. We contemplate the implications of global learning for the institution's mission and its power structures. And Hilary says some really powerful things about how she bridges the different components of her identity as a global learning scholar, educator, administrator and leader. I can't think of a better way to kick off season two of the podcast. Remember to check out the show notes and the discussion guide so that you can extend the conversation on your campus. Here's my conversation with Hilary.

HILARY LANDORF >> This is kind of surrealistic. Sitting here right now, isn't it?

[Laughing]

STEPHANIE DOSCHER >> You're speechless.

HILARY LANDORF >> I am. Yeah, we've come such a long way.

STEPHANIE DOSCHER >> We have come such a long way. Since you called me that afternoon in August of 2000 -- no, no, it was before that. It was like June --

HILARY LANDORF >> July. It was almost July 4th because I got a call from Susan Himburg on July 3.

STEPHANIE DOSCHER >> And what did Susan say to you when you got that call.

HILARY LANDORF >> She said how would you like to change your life.

[Laughing]

STEPHANIE DOSCHER >> Just like you basically said to me. You know I don't remember if you said those words to me, but I do remember getting off of the phone call when you called to ask if I would come to FIU from my position at Devon Aire K-8 Center where I was working at that time to ask if I would join you in this mission, if I would accept this mission, to internationalize the international University. Which was our Quality Enhancement Plan or that was like the draft title of our Quality Enhancement Plan at that time and you asked me if I would come and work with you to do that. I just remember getting off of the phone, because I was in -- on the West coast of the United States at that time.

HILARY LANDORF >> Right, you were in -- Washington.

STEPHANIE DOSCHER >> Yeah, I was. I was in the San Juan islands and I happened to be having a glass of wine with some friends and my mother and I got off the phone and walked in the room and I said, I think my life just changed. And it has, our lives have changed, quite a lot and I think the life of our University has changed. So -- so, let's spend some time talking a little bit about the evolution of what became global learning for global citizenship.

HILARY LANDORF >> Sure.

STEPHANIE DOSCHER >> I mean it started off as the institution saying we want to reinvigorate the I in FIU. But there was no clear vision for what that was.

HILARY LANDORF >> No. No. All we had, um, as I recall, all they had was a one- or two-page treatise from someone in political science writing about how he thought that there could be two internationalized courses as part of everyone's experience at FIU.

STEPHANIE DOSCHER >> Yeah. And then what happened?

[Laughing]

STEPHANIE DOSCHER >> So many things have happened in the interim. And even what we -- what is happening right now in the University is so far beyond what we wrote up in that original plan, that it's honestly like -- and I have a terrible memory-what happened next?

HILARY LANDORF >> Also I want to say also, so far beyond what we could have ever imagined --

STEPHANIE DOSCHER >> Right. Yeah.

HILARY LANDORF >> So, I don't know about this exact sequence, but what happened generally was, as I said Susan Himburg called and said would you like to change your life and direct an internationalized initiative called the Quality Enhancement Plan and you need a

collaborator with you plus a couple staff members then I'm going to give you the reigns for this. You and I immediately got an office, we got a couple of staff members and I think one of the first things we did was got together a broad-based committee and started serving and doing focus groups with students and faculty. Right?

STEPHANIE DOSCHER >> Yeah, right. Because they had done a survey with students. Remember those cards? Right? Right? Like there were these colored 4X6 note cards. It wasn't so much a survey as it was kind of a focus group. They had asked them some questions and the students were down their answers on those cards and I remember we devoured those, and I also remember that there had been a committee that was charged with first starting. I know we wrote this up in the book.

[Laughing]

STEPHANIE DOSCHER >> But it's so funny like trying to remember it. You know, together right now. How hard it is. So there was this committee and they had been meeting and they had some minutes.

HILARY LANDORF >> Right. Right. Because I was on that committee.

STEPHANIE DOSCHER >> Right.

HILARY LANDORF >> But passive member of the group or the committee.

STEPHANIE DOSCHER >> Right. And I think I recall you sending those notes to me somehow via email. Because I remember standing at the kitchen counter in Friday Harbor and looking through these. I had already said yes to doing the work. I hadn't quit my job or anything like that, but I was going to. I was intending to make this transition. So we did a lot of looking at the words of what people were talking about.

HILARY LANDORF >> Uh-huh, Uh-huh. Right. We were looking at the words of what people were talking about throughout a year or a year and a half. And what the students were saying. And what we saw was that rather than talking about international or internationalized, students were talking about global and global learning and diversity. And that was a real clue to us, that rather than globalizing, rather than internationalizing, there was something bigger here going on. International meaning between nations and global meaning something more holistic.

STEPHANIE DOSCHER >> Yeah. And I think that's where you really first latched on to that, from your background which is deeper than mine in global education.

HILARY LANDORF >> Uh-huh, Uh-huh. Maybe.

[Laughing]

STEPHANIE DOSCHER >> Yeah. I mean I think you recognized that there was this long history of global education which that's part of your field of expertise and maybe you can talk a little bit about that. Like what you brought to the table in the position of being the Director, of leading, what would become global learning.

HILARY LANDORF >> A few things come to mind Stephanie. One is a memory I have and that's not directly answering your question, but I do have this memory of one of the first times I

was at FIU. So I came to FIU in 2002 and the first class I taught was developing a global perspective. And I came on campus and saw on -- and saw that billboard that's on 107th and Eighth Street and I had this vision that every student at the University, what would happen if every student at the University could take a course like developing a global perspective.

STEPHANIE DOSCHER >> I did not.

HILARY LANDORF >> I swear to God.

[Laughing]

STEPHANIE DOSCHER >> You never told me that.

HILARY LANDORF >> It was just a vision like wouldn't that be amazing. So, I loved, you know, this idea of students developing a global perspective. And I loved the course I was teaching, students developing a global perspective. And my background is in international education and I've been an educator and a teacher all my life. So, the pedagogy of the thing, of whatever global learning was going to be, the pedagogy was very important to me. So, we went from that point to looking at what global learning and what this initiative could be in terms of curriculum. I think that's, um, where we started and that was at the beginning, the heart of the initiative. And fast forward, and I know I might be getting ahead of myself here but one of the ways in which global learning has really evolved for me, is in the intentionality of the integrative pieces of global learning. That it's not just about the curriculum and the pedagogy but also about what students are doing outside the classroom, in the context of the co-curriculum, the extra curriculum and context of their lives and how they're putting the pieces together. And that I had no idea about when I started.

STEPHANIE DOSCHER >> Yeah, now I think this is going to be an interesting path for us to take in the discussion, because for sure, both of us have evolved in how we think about global learning and then how we think about in terms of what it is. Right? How we define it and the components that go into making it happen. But then also, in terms of how you facilitate global learning. Like where and when and how and with whom and those pieces. I want to pick up -- and this is part of our evolution piece -- I want to pick up that piece about you teaching that course gaining a global perspective. Because that course was a course that was developed as part of the global awareness program that Jan Tucker, who was at FIU in the late 70's and into the 80's was teaching. He developed it as a teacher education course. Right? Yeah. And he had this very broad-based teacher, a professional development program in Miami-Dade Public Schools. And in the writing of the book I put some things together, you know this is kind of picking up on the question of what we brought to the space. Right? So you have a formal scholarly background, a democratic background and professional background in global education. I haven't fit squarely in that space and interestingly I never studied abroad when I was in University. I've come to find out my DNA, I'm the least diverse person on the planet. According to 23 and me I'm 100 percent Ashkenazi Jewish. 100 percent.

HILARY LANDORF >> I'm 99.1 percent.

STEPHANIE DOSCHER >> You're 99.1 percent diverse. So where, whereas the kind of, kind of natural sense of what global learning is come from? And in the writing of the book, I had this light bulb moment of I am a product of Miami-Dade Public Schools. It is a high likelihood that at least one of my teachers if not more, took courses as a working teacher or in pre-service

education, from Jan Tucker and that those ideas that he was -- that he was a proponent of were embedded in my education.

HILARY LANDORF >> That could be. That could be. I would like to say that the elements of global learning that we decided that the University finally decided on, our student learning outcomes, global awareness, global perspective and global engagement, I've known you for a long time and I think you came to the table with those elements and I don't know if you got those elements from your education, but making connections between local and global, international, intercultural issues is something you do, you know, like drinking water. You do that naturally, looking at ideas from multiple perspectives is also something you do and certainly engagement, your engagement in social justice issues and making the world a better place is just off the charts. So I don't know if you gained those outcomes and had that inculcated in your education, but I certainly know and saw that you had those -- that attitude, skill, knowledge from the beginning.

STEPHANIE DOSCHER >> I think it's important that we talk about these things, because when it comes to leading an initiative like this, it does matter who is leading it.

HILARY LANDORF >> Absolutely. Absolutely and I've always contended that affective global learning initiatives must have an educator somewhere at the helm or near the helm. Because it's an educational process as we define global learning, it's a process. It's not inputs and outputs. It's not about things, it's about learning.

STEPHANIE DOSCHER >> Yeah, it's not where you learn, it's not what you learn but it's how you learn.

HILARY LANDORF >> Exactly.

STEPHANIE DOSCHER >> And educators are the people that -- it's not just educators, but at least people who have that -- a sense of the educational process. Right? So there are many that are outside the field of education. I think the point is that we're trying to make is that there does need to be -- it's best if one can find some people who have that innate sense, they connect to global learning from a process-oriented point of view. Yeah.

HILARY LANDORF >> Uh-huh, Uh-huh.

STEPHANIE DOSCHER >> And it might be kind of a natural thing or it could be their profession, but it's really important. And I think that that's made a big difference in what we've been able to accomplish here at FIU. I don't think that what we've accomplished at FIU can't be accomplished by any institution but it's very rare that educators, people that come from educational leadership or curriculum instruction, teaching and learning are like you said at this helm.

HILARY LANDORF >> Yes. So, in that sense I think that we -- or I want to give credit to the institution itself. That's not something I say a lot.

[Laughing]

But it's something I need to say here, that the institution had confidence in educators to lead an initiative that I think they knew was going to change the complexity and the DNA of the institution itself. And they could have chosen people in political science, people who had

knowledge or people in social work who had some, you know, the emotional intelligence or other kind of skills. But the fact that they chose that FIU chose educators to lead such a big initiative, an initiative that plunked down, I have to say a lot of resources, human, physical, financial resources for the initiative to succeed is admirable.

STEPHANIE DOSCHER >> Yeah. So I think we are probably around 2009 now.

[Laughing]

Right? So we started this thing in 2008, we got our offices and we started to look at the documents and we were going around and talking to people then we started asking, you know, when you think of global, what does it mean to you? And which word is more applicable to FIU, international or global? And then we led that dialogue with faculty and staff and students and community members, and foundation members and we used the survey data in our marketing survey at the time and we were just devour -- it was a giant qualitative.

HILARY LANDORF >> Qualitative research project. Right. So, we had that question of what is global, what is international mean to you and also what would FIU graduates need to know and be able to do to become global citizens.

STEPHANIE DOSCHER >> Yeah.

HILARY LANDORF >> And we had us going out to departments throughout the University, as you said academic departments, recreation, housing, student affairs, everywhere we could go. And we had the global -- the Quality Enhancement Plan development committee, that we would bring back our -- the results of our findings to and have them discuss with us, um, what that looked like and what that would mean in terms of student learning outcomes.

STEPHANIE DOSCHER >> Yeah.

HILARY LANDORF >> Then we would go back to another department.

STEPHANIE DOSCHER >> Yeah, it was a constant iterative connection making. So we would say when we talk to the students, we would say to the faculty when we talk to the students, they said this. What do you think about that? They would say hmmm, we don't know, we think this and back and forth and back and forth until it was really our students that kind of broke it open for us.

[Laughing]

In that one word that everybody said was the most salient characteristic of FIU which was our diversity.

HILARY LANDORF >> Exactly. Exactly. It was students I think that said the strength of our institution is our diversity but we're not using our diversity in the classroom for the learning experience.

STEPHANIE DOSCHER >> Exactly. And that was like bam.

[Laughing]

A-ha. That's what our call to action is.

HILARY LANDORF >> Uh-huh.

STEPHANIE DOSCHER >> And so we began with faculty learning communities and we started with actual faculty that were teaching courses at the time just experimenting with some of these learning outcomes that we had induced. You know, we had like 6 or 8 of them that we had induced from what everybody had talked about.

HILARY LANDORF >> Uh-huh. Uh-huh.

STEPHANIE DOSCHER >> Then we said to these faculty, um, who were teaching history, who were teaching biology, who were teaching English, play with these. Just try to infuse these into your course.

HILARY LANDORF >> Exactly. Exactly. No, I forgot about that.

STEPHANIE DOSCHER >> Yeah.

HILARY LANDORF >> Yeah. So they did that for a semester and as you say it was a cross curriculum initiative, where we had courses throughout the curriculum doing that. And I think they were all core curriculum courses.

STEPHANIE DOSCHER >> They were. Yeah.

HILARY LANDORF >> So they were foundational courses for students. And they came back with positive results for six outcomes.

STEPHANIE DOSCHER >> Yeah.

HILARY LANDORF >> And the way we had created the outcomes, one would be foundational and scaffold against another outcome.

STEPHANIE DOSCHER >> Yeah, I think we had like 3 goals.

HILARY LANDORF >> Exactly. Three goals. And two outcomes within each goal.

STEPHANIE DOSCHER >> And that was ridiculous.

[Laughing]

HILARY LANDORF >> And that's what our team from our accreditation agency SACS, the Southern Accreditation of Colleges and Universities said to us. That's ridiculous why don't you use the goals as the outcomes.

STEPHANIE DOSCHER >> Okay. You mean make it easier on ourselves?

[Laughing]

And that is what we've been telling everybody, whoever asks us, ever since. You have to get to that zeitgeist. It has to be that lean set of essential outcomes that can be applied across the curriculum and the co-curriculum.

HILARY LANDORF >> Uh-huh, Uh-huh.

STEPHANIE DOSCHER >> In order to connect everything. And the fewer you have, the better. Um, now we had to have a knowledge, a skill and an attitude. I think that was like a SACS thing they wanted. Yeah, I remember -- something like that. But that's what we were hearing. We were hearing global awareness, knowledge of the world's complexity and interrelatedness. That's understanding globalization and understanding the nature of the world that we live in. Then there was that global perspective one, people saying, you know, we want to see things from different cultural disciplinary perspectives because these problems are so -- the things that we're studying and grappling with are some complex and then that last piece we kept hearing over and over, that citizenship piece. Earlier you said we asked people what would a student graduate from FIU need to know as a global citizen but it wasn't as if we were just saying we think that students should be global citizens.

HILARY LANDORF >> Exactly. Exactly. And that was a -- that was tricky for us. But we were really committed to one, an attitude was necessary, an attitude of openness and willingness in that there was something real about global citizenship, whatever global citizenship was there was something really important about having students once they had gained that knowledge of the interconnectedness of the world and the skill of being able to look at things from multiple perspectives, being able to at least acknowledge a willingness to take action.

STEPHANIE DOSCHER >> Yeah. Yeah. And it was because we kept reading in those first minutes that we were reading at the beginning in August 2008, we were seeing people say things about we live in a globalized world, globalization, and also our students are citizens -- they feel like they're citizens of different countries, they have different types of citizenship. Just this idea that there were responsibilities and they had a mindset that was trans--- that was transnational. And students would say that too. And so they were talking about global citizenship and I think that's another thing that -- I've never really thought of it this way before, but I think leadership is really -- when it's done well it's advocacy for what the institution is saying it wants.

HILARY LANDORF >> Uh-huh. Institution meaning everyone in the institution.

STEPHANIE DOSCHER >> Exactly.

HILARY LANDORF >> Yeah, especially the students.

STEPHANIE DOSCHER >> Yes. We did -- it was tricky, but we also had our moment where we had to be brave.

HILARY LANDORF >> Exactly. Yes, yes. And I remember several conversations both in the Provost's office and in these rooms with board members and members of the Board of Trustees then with SACS being sort of against the wall and having to defend one, this attitude, having an attitude outcome and two, the concept of global citizenship. And remember Stephanie, when the QEP leader came, who was evaluating the QEP part of SACS came and said to us in the big meaning of, I don't think you should do global citizenship, I don't think that should be in the title because it's too risky, it's too politically risky, and it was our students who fought against that.

STEPHANIE DOSCHER >> Yes. Yes. I do remember that. I remember that. And the point that we made to SACS was also, that we like the fact that it's a contested term. Because it

means that we're always going to have to debate what that means and it's going to keep the initiative alive.

HILARY LANDORF >> Uh-huh, Uh-huh. Uh-huh.

STEPHANIE DOSCHER >> And so -- and so we got to this point where we finally passed SACS.

[Laughing]

Right? Which was a relief. And, you know, we could have kind of dropped the ball there. Really, we could have dropped the ball right then because we made it through SACS, and we could have said well we're just going to kind of --

HILARY LANDORF >> Coast.

STEPHANIE DOSCHER >> We're going to coast until the fifth-year report and just do whatever. But we did not do that.

[Laughing]

We did not do that at all. We started with the professional development workshops and developing the courses and getting the students into the courses and collecting data from faculty.

HILARY LANDORF >> My internal thought was could we have stopped then. So, we had the okay from SACS and we knew we were going into professional development workshops in the summer, creating global learning courses and we were paying faculty to do this. Then we -- an incredible moment at least to me was when these courses got approved by the faculty senate. So, we have courses on the books that are global learning designated courses. To me that was when things got real.

STEPHANIE DOSCHER >> Yeah.

HILARY LANDORF >> Before that, it was, we were doing things and were getting ready and we're training faculty and we're getting an assessment plan but now we see in black and white we have courses that are global learning designated courses, faculty are teaching these courses and then it just --

STEPHANIE DOSCHER >> Yeah, it just snowballed.

HILARY LANDORF >> It snowballed.

STEPHANIE DOSCHER >> People -- I mean there was the requirement that every student would have to take these courses and we did have -- and this story is told in exhaustive detail in the book and also probably traumatic, so we don't want to remember all of it here. You know, every student had to take these courses and we had to create a strategic plan, a map of what courses they would be. And so there was a certain -- people were somewhat compelled to do it. Right? But -- but there were so many people that wanted to do it. And the truth of the matter is, and this is something I think we should talk about, because the truth of the matter is that we have these global learning outcomes, awareness perspective and engagement and they were --

and remain incredibly powerful and super meaningful. People can connect to them. Faculty can connect to them; students can connect to them. They are -- they're not abstract, they are -- you can see them when they're happening. We also had the requirements of what a global learning course had to have which were course learning outcomes, associated with those outcomes then active collaborative learning strategies because that's just go teaching and learning for higher order thinking, which these outcomes are and we said we needed to have assessments for those and diverse contents and readings. What we did not have is our definition.

HILARY LANDORF >> Uh-huh. That's absolutely true. And that's an evolution for us both and I think especially for the evolution. So as I remember it, the definition, we came to in several different ways. Yeah. In one way -- I can talk about the research way that we started to do research of where did global learning come from.

STEPHANIE DOSCHER >> Yeah.

HILARY LANDORF >> And what we found was amazing.

STEPHANIE DOSCHER >> Uh-huh.

HILARY LANDORF >> That the original definition or the first definition that we've seen of global learning and I don't think anyone else has seen a definition that came before it, was put forth by the United Nations University in their second strategic plan. This is a University, a non-bricks and mortar University that started in the early 70's, from the United Nations. And it was -- the goal of the University was to have researchers from throughout the world work on interactable wicked problems, solving problems. And in their second strategic plan, they had 3 divisions, one was the global learning division and in that -- in the definition of global learning in that strategic plan included diversity, collaboration and problem solving of interactable problems.

STEPHANIE DOSCHER >> Yeah, they didn't have it in like a sentence the way we had but in the description of what that division was supposed to be all about, its mission.

HILARY LANDORF >> Uh-huh, Uh-huh.

STEPHANIE DOSCHER >> But we didn't actually learn that history until after we wrote that definition.

HILARY LANDORF >> Is that the case?

STEPHANIE DOSCHER >> I think you remember it slightly different than I do because what I remember is a day, I remember a lot of days of working with our former graduate assistant, now the Executive Director of the JETAA-USA program, and we were working on a paper about global learning at FIU and as part of that we wanted to articulate this definition. Like it was -- it was almost like we didn't know we were pregnant, but we were giving birth.

[Laughing]

Right? There was like this thing that had been brewing in us, which was how do we describe what we're learning from the faculty teaching all of these global learning courses where they're telling us what they're doing in the classrooms. Okay, so what they were doing is they were telling us in their assessments, this is what works and this is what doesn't and when they were

describing what works we were inducing -- we were starting to sense that there is this process, that there's this common set -- there's this common set of experiences or this common way of describing the experience of global learning that seems to run across these courses which was that there was this collaboration piece, that it was more of a process and that it does need to involve complex problems and there's analysis then the synthesis piece and we didn't know -- we didn't have a succinct way to describe it and what I remember is one day sitting in the copy room, you know we had that small closet with the photocopier when we were in the library and there was a table across from that and I remember I was so intensely into wordsmithing the definition, I was sitting on that table, because it was so cold in the library but it was warm in there with the coffee machine. And I was sitting in there and we were writing the words, but that was before --

HILARY LANDORF >> That was before the definition.

STEPHANIE DOSCHER >> No, no, no --

HILARY LANDORF >> I mean that was before the definition that we found?

STEPHANIE DOSCHER >> That was before the UNU. We were like oh my gosh the UNU is talking about --

HILARY LANDORF >> The same thing. You're right, you're right, you're right.

STEPHANIE DOSCHER >> Yeah. It's interesting because in so many ways when we're looking back on this together it feels like the definition was with us all the time.

HILARY LANDORF >> Uh-huh.

STEPHANIE DOSCHER >> The definition was with us at the beginning.

HILARY LANDORF >> Uh-huh, Uh-huh. We just decided, as you say, birth it.

STEPHANIE DOSCHER >> Yeah. But it was actually putting it down into a succinct sentence, didn't really happen until closer to the end.

HILARY LANDORF >> Uh-huh.

STEPHANIE DOSCHER >> We evolved.

HILARY LANDORF >> Definitely we evolved into that definition. I think at least for me it was working with the student learning outcomes and shifting from the emphasis on global awareness or the knowledge piece and then some semesters I would think that the emphasis or the focus should be, or the heart of global learning is on global perspective.

STEPHANIE DOSCHER >> I remember hearing you say that, yeah.

HILARY LANDORF >> Then other semesters I would think, no, really the heart of global learning is on engagement and the action piece. Then also grappling with well which comes first, is it a scaffold, did they experience it or is it all 3 outcomes, working together and I think the definition was a growth of understanding in realizing that it is these 3 outcomes working together, that make up global learning. And I also remember at one point we had, um, learn

instead -- we had translated in some way the outcomes into learning about the world, learning with the world and learning with others.

STEPHANIE DOSCHER >> Right.

HILARY LANDORF >> And that was our sort of graphic organizer.

HILARY LANDORF >> Right.

STEPHANIE DOSCHER >> For global learning. And that was at one point even the makings of a definition and as you said it evolved into diversity, collaboration and problem solving license yeah I think if we went back and looked, because I'm a saver and I know you've saved a lot of things too, if I go back into my laptop and actually open up those files, I mean there are probably 150 iterations of the learning outcomes and an equal number of iterations of the definition, but I will say, you know, sometimes you write things and you go back and look at it later and say, gosh darn-it I wish I could change those words. Like I could have written that so much better. Hilary, honestly, I never think that about the 3 learning outcomes or the definition.

HILARY LANDORF >> No. Me neither.

STEPHANIE DOSCHER >> Like it only actually -- like as I go from University to University, as I -- in and outside the classroom, country to country, that definition, you just cannot push me off that dime, man, I'm like -- woman, I just cannot. I don't know. It's just -- I just feel like it is -- it's my --

HILARY LANDORF >> Well I think -- I think we were prescient. And that in the University as a whole and in universities as a whole, universities are now more and more discovering or realizing or coming to the point at which they are embracing global learning as we describe global learning as a place, University as a place and a space, we're collaborative problem solving of the world's most intractable problems has to happen and that is becoming one of the purposes of the University. So you have people like Nicholas Lemann writing about this in the Chronicle of Higher Education or the IAU, the European version of creating videos of universities around the world who have centers now where -- where they're interdisciplinary and inter-University centers where they're having researchers, students and faculty collaborating to do global learning.

STEPHANIE DOSCHER >> Uh-huh. And really, I think of global learning as really what internationalization is. That the institution is a global learning organism in that it must become connected to the world's knowledge, exchange and production network and that's really about diverse institutions and people within them collaborating to understand and solve, you know these complex problems that transcend the borders that contain the institutions or the disciplines. Um, so, you've also said though, I've heard you say, that global learning is also a subversive act.

[Laughing]

What do you mean when you say that?

HILARY LANDORF >> Um, so I -- you know, I think at the beginning, when we first started the initiative, um, I meant that, um, certain pedagogical practices were subversive. You know that we were trying to get faculty or encouraging faculty to have active learning and that that was in

a subversive way, that we weren't saying we were doing teaching and learning, we were saying we were doing something else, global learning, whatever that means. But we were actually encouraging, as I say encouraging faculty to do things in the classroom that they weren't used to or maybe not comfortable doing, pedagogically. So, in that sense it was subversive. Now I think more global learning is, you know, having had the experience of being an administrator in the initiative that global learning is subversive in the area of interdisciplinarity, that in order to do global learning you have to move around the University in ways that the University isn't comfortable with. So, interdisciplinarity is a prime area that is very hard administratively to do a course that has interdisciplinarity in it. And as you know we have sometimes failed in that effort. At the beginning we had these interdisciplinary courses that were even tagged as IDS courses, where we had faculty from different disciplines teaching the courses.

STEPHANIE DOSCHER >> IDS being the course prefix?

HILARY LANDORF >> Yes. And administratively that there's a lot that doesn't work.

STEPHANIE DOSCHER >> Right, it's subverting the power structures.

HILARY LANDORF >> Yes, exactly. Uh-huh.

STEPHANIE DOSCHER >> Of the course, excuse me, it's subverting the power structure of the course --

HILARY LANDORF >> And it's subverting the power structure of --

STEPHANIE DOSCHER >> The institution.

HILARY LANDORF >> Of the institution and who the institution --

STEPHANIE DOSCHER >> Is beholden to.

HILARY LANDORF >> Yes, is beholden to, the state. So a concrete example, you do an inter-disciplinary course with an English professor, an economics professor and an art professor. Who gets paid for the course and how do you do that? Do you split the payment 3 ways? How do you report the course to the state? Do you report it as in one department? Who gets the, the FTE's, the credit for the course? Those are all -- those are all very difficult and sometimes intractable things. However, even though we couldn't get around that intractability of the institution we still have interdisciplinary courses within a department where a faculty member can bring in speakers or do a coil course to get instructors from another country or another place to give their perspective. So you get this interdisciplinarity and that to me is subversive.

STEPHANIE DOSCHER >> And I'll just kind of riff on that in that in the evolution of my thinking around global learning, it's -- for me it's been all about connection making. Right?

HILARY LANDORF >> Uh-huh.

STEPHANIE DOSCHER >> And you do collaboration with others, but the nature of that is making connections and bringing pieces of different people's and different perspective's ideas together to make a new idea, which is the production of new knowledge, to create a third space. Right? Um, so it's that connection making piece. And so I think when you say subversive, yeah, like it's -- when we're inviting people to connect parts of the institution that are

purposefully disconnected from each other in order to maintain power, in order to maintain like hold on resources in order to make possible the competition that states put on universities or universities put on departments within, we have to compete for these limited resources. Who's the best? So, so global learning is subversive in that in order to do it well you have to subvert those structures.

HILARY LANDORF >> Exactly.

STEPHANIE DOSCHER >> The division between the disciplines, division between the curriculum and the co-curriculum and you also have to subvert the professor as the sole arbiter of power in the classroom.

HILARY LANDORF >> Exactly. Exactly. Uh-huh. And from the get-go, that was our goal and I think we've succeeded beyond our wildest dreams in that goal, especially the goal of subverting the professor as the sole arbiter of knowledge.

STEPHANIE DOSCHER >> And so the connection making piece, another thing that you said earlier in the conversation that you made was that connection between what the student is happening in the classroom, what they're learning in the classroom and outside of the classroom. Do you want to like share a little bit more about that insight that came to you about the integrated piece?

HILARY LANDORF >> Uh-huh, Uh-huh, Uh-huh. So, at the beginning of the initiative we had one signature cocurricular activity. That was the Tuesday Times Roundtable. And I have to go back a little bit from that. Built-baked into the initiative were and still are what we call foundation courses and then discipline specific courses. And in foundation courses, which are found in the Gen Ed curriculum which we call the co-curriculum--the core curriculum is an extra piece of a requirement of a cocurricular activity.

STEPHANIE DOSCHER >> Yeah, built into the course, integrated into the course.

HILARY LANDORF >> Exactly, as a requirement of the course. Um, so our first and still I guess signature cocurricular activity was a Tuesday Times Roundtable. This is a discussion that students have every week on a Tuesday at lunch. They get free lunch, there's a discussion of a globally focused issue led by a faculty member, a community member, a staff member, a panel of people and students coming willingly for free to discuss global issues.

STEPHANIE DOSCHER >> Yeah and there's like an average in the 40's, 40 or 50 students come to these.

HILARY LANDORF >> So --

STEPHANIE DOSCHER >> And staff and faculty. Anyone. It's open to anybody.

HILARY LANDORF >> Yes, yes, yes. And that was our cocurricular activity. And at the beginning, I thought okay that's nice, that's a good -- that's a cocurricular activity and that's like checking the box for co-curriculum for us. But that wasn't the, even the beginning of it let alone the end of it. These cocurricular activities just started growing beyond -- that had nothing to do with us. So we would discover that they were doing things in hospitality management and there were things going on in history and there were things going on in social work, that had globally focused themes to them and there was even a minor that sprung up. People from, I think it was

communications came to us and said we want to do a minor in global learning and that minor we want a little curriculum and a little in co-curriculum and it even -- it got bigger than that, that we had one semester and it wasn't that far in, it was maybe 3 years into the initiative. We gave to a graduate journalism class, um, or maybe the graduate journalism class came to us --

STEPHANIE DOSCHER >> They took us on as --

HILARY LANDORF >> As a client.

STEPHANIE DOSCHER >> As a client. It was integrative marketing, or integrated marketing.

HILARY LANDORF >> Yeah. Which, okay. So that's a great clue.

STEPHANIE DOSCHER >> Yeah.

HILARY LANDORF >> Integrated.

[Laughing]

STEPHANIE DOSCHER >> Right. I think that's a good idea. Like, hello. All right.

HILARY LANDORF >> Integrated marketing or integrated communications. They come to us; they want us as a client for their class. They're going to do a SWOT analysis of what's going on in global learning.

STEPHANIE DOSCHER >> Yeah, strengths, weaknesses, opportunities and threats.

HILARY LANDORF >> And what they come back with at the end -- so they do a semester, they interview us, they observe students in classes, faculty, et cetera and what they come back with is we need, global learning needs as the next iteration or a global learning medallion program. And what's a global learning medallion program? It is the definition of integrative global learning. It's having students both take classes that are global learning classes but also go out and do a certain amount of cocurricular activities and a capstone project, whether that be a study abroad, a research project, an internship, so that they're integrating, literally integrating their experiences in the classroom with their experiences outside the classroom and in their personal lives and then they put it altogether with an E-portfolio that's a show case of their learning in a reflective piece that -- where they can think about and articulate how they've used their -- the student learning outcomes. And that was amazing.

STEPHANIE DOSCHER >> Yeah, I mean it's incredibly powerful what students are doing. Um, the demographic of our students that are participating in the global learning medallion program and there's over a thousand at any single time there are over a thousand that are participating in it but the demographic looks like the demographic of our University, where majority Latin American, Hispanic institution and we have a very large percentage of our students are African American or African Diaspora students and a small percentage, less than 10 percent are identified as Anglo- or white. And the students who are participating in those programs, their demographics match that and they're not just doing one capstone, they're doing multiple capstones. They're studying abroad multiple times, they're learning multiple language, they're doing multiple internships. But they do say still that it's the courses. I mean a lot of them say those courses really turned me on.

HILARY LANDORF >> Uh-huh, Uh-huh.

STEPHANIE DOSCHER >> Like they put a light bulb on. They made me think about the world differently, they made me think about my major differently than when I did these other things it really extended it and enriched it.

HILARY LANDORF >> Uh-huh, Uh-huh, Uh-huh. I see that too. Our research, um, in assessment --

STEPHANIE DOSCHER >> Yeah.

HILARY LANDORF >> -- both collaborates that and is telling us that, um, certain cocurricular activities really move the needle on global learning, on increasing global learning competencies of the students. So in particular -- so what we do -- well to explain a little bit, what we have done for assessment is we have given cohorts of students, at least 10 percent of incoming students and 10 percent of graduating students the global perspective inventory survey, which is a survey of about 50 questions, statements, Likert scale statements, with the goal of assessing student's holistic development. And what we have -- so we have a ton of data now. We've been doing this since 2010. And we have analyzed a lot of this data and what we have seen year after year after year, is that what moves the needle is both the global learning courses and when I say moves the needle, is we have matched the global learning outcomes to the scales that the global perspective inventory uses. And so, it's the global learning courses that are moving the needle on global awareness, global perspective, global engagement but also activities in which students are collaborating and having meaningful discussions of difference with difference. So discussions with people who are of different cultural, racial, religious, sexual orientation, et cetera. People who are different than them and readings that are different than what they're used to.

STEPHANIE DOSCHER >> Uh-huh. And so I think it's really important to say when it comes to assessment, because this is like the contentious and kind of scary part for a lot of people, that, um, it wasn't that we made outcomes based on the assessment instrument that we heard a lot of people are using on we used that. But rather, we had the learning outcomes then we went out and looked and said, is there anything out there that alliance with that. And we did a study to make sure -- and we found that -- I mean there were lots of great things available at the time, the IDI and things that are maybe still used but the GPI matched in terms of the theoretical framework than the specific items. We also created something in-house. The AAC & U value rubric did not exist at that time.

HILARY LANDORF >> Exactly.

STEPHANIE DOSCHER >> If it had, there might have been parts of it that we would use but there would have been parts that we wouldn't have used, because it didn't match what our institution was saying or focusing on. So, this piece about what we're finding between the courses and then those specific items, those cocurricular activities that students are engaging in, that are causing a significant difference in their scores, the meaning that the more often they engage in those activities, there is a significant increase in their levels of reporting global awareness perspective and engagement from the time that they enter and the time that they leave. All of that, kind of corroborates the definition. Right? Yeah, because -- because we're saying that people who hold different ideas and different perspectives from you hold a piece of the puzzle of understanding, whatever complex concept it is that we're trying to understand.

HILARY LANDORF >> Uh-huh, Uh-huh, Uh-huh. And that it's only when we work with people who are different from us and hold these different cognitive disciplinary cultural perspectives than us, can we solve complex problems, can we get to the solutions to problems.

STEPHANIE DOSCHER >> Yeah.

HILARY LANDORF >> That -- one, that we can't do it alone. So we need other perspectives.

STEPHANIE DOSCHER >> Uh-huh. And two, that we have to negotiate that difference. We have to figure out, okay, you think of it this way and I think of it this way, is there even like -- what can we take -- what are the connections, similarities, differences, what can we take from this to come up with a new understanding.

HILARY LANDORF >> Uh-huh, Uh-huh, Uh-huh. That one plus one equals three thing.

STEPHANIE DOSCHER >> One plus one equals three. Super adaptivity of diversity. That's chapter 2 folks.

[Laughing]

Oh my gosh. Well I guess -- maybe by way of kind of bringing this conversation full circle, the initiative started as internationalizing the international institution. We're the only University in the United States with international in our name.

HILARY LANDORF >> Is that true?

STEPHANIE DOSCHER >> Yeah.

[Laughing]

From what I understand. I may be wrong. But we're one of the only if we're not the only. And so the global learning initiative was created to internationalize the international University. So, would you speak a little bit about how you see the relationship between -- I hinted at kind of how I think about it but the relationship between global learning and FIU's internationalization or any institution's internationalization. Where does -- where does global learning fit?

HILARY LANDORF >> To me global learning is at the center. And I think you said this, and I agree with it and also, you know, have come to this very early on, that global learning is at the center of internationalization. It's a requirement for internationalization. And even more than that, it's -- well as I said it's one of the purposes of higher education, to work with others who are different from you to solve complex problems. That's what we're training people to do and that's what -- that's the purpose of why we're here.

STEPHANIE DOSCHER >> Uh-huh, yeah. Do you feel that your purpose, that you have evolved in kind of your why? I guess I would ask, you know, your why in your career. Because you began your career and you began this initiative from the place of being a faculty member. This is a question I'm asking you really specifically, I can't answer it because when I came to this work I was not then and am not now a tenured or tenured track faculty member. I've always come at this from the position of being from a leadership position or administrative position but I think of myself more as a leader than an administrator but coming from this as your position as

a faculty member, you know, where are you now in terms of your purpose as a scholar and educator?

HILARY LANDORF >> That's a very good question and a very difficult question. Um, I -- hmmm. I go back and forth I think between, you know, my thoughts as -- or my role or my identity I guess my professional identity as a faculty member and my professional identity as an administrator and a leader of an initiative and I toggle back and forth. And I probably toggle back and forth when I'm frustrated with the administrative aspects, my identity reverts or moves to faculty member and researcher and, you know, thinker and teacher and maybe that's the connection between the two. You talk a lot about connection and the connection between the two, the faculty member and the administrative leader is the teacher piece, the educator piece. So in both faculty and in administrative leader, there's -- at the heart of both positions is educating and learning, the teaching and learning. And that keeps me going. That's how I bridge the two and I think I've embraced that educator and teaching and learning piece more and more as I've -- as I've grown older and grown more into position.

STEPHANIE DOSCHER >> Well, thank you Hilary, for calling me.

[Laughing]

HILARY LANDORF >> Thank you for coming.

STEPHANIE DOSCHER >> Sunny afternoon in July of 2008. And we're going to go out and do a rainy afternoon in December 2019 about to embark on our third decade.

[Laughing]

In which we have worked together. And who knows what's going to come next.

HILARY LANDORF >> Who knows, but we've done incredible work together, Stephanie. And, you know, we couldn't -- I couldn't have done any of it without you. I have to say that.

STEPHANIE DOSCHER >> Vice-versa.

[Laughing]

HILARY LANDORF >> Yeah, well thank you.

STEPHANIE DOSCHER >> Thanks for talking with me today.

[Music]

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