

## Episode 2: Dawn Whitehead on Connecting Global Learning Across Campus, Community, and Careers

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STEPHANIE DOSCHER >> You're listening to Making Global Learning Universal. Conversations about 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 co-author of Making Global Learning Universal, Promoting Inclusion and Success for All.

DAWN WHITEHEAD >> And I think the campuses that are making the most progress, if you will, are the ones that are having a serious conversation, one about what global learning is. So what does it mean in our context? What does it mean for our students when they leave our campus? What does it mean for our local community now? And so they realized that it is something that impacts a campus, the local community, as well as the broader community.

[Music]

STEPHANIE DOSCHER >> Dawn Whitehead is Vice President of the Office of Global Citizenship for Campus, Community and Careers at the Association of American Colleges and Universities. Commonly referred to as AAC & U. We had the right ranging conversation you're about to hear in the perfect spot, a hotel conference room with an amazing view of the heart of Miami as a global crossroads. Dawn's role at AAC & U similarly puts her in a position to provide us with a broad view of our field. From her perspective, the process of global learning involves certain fundamentals, diverse perspectives, collaboration, complex problem solving and local connection making but she also says that campuses must make global learning their own. They may tailor their definition to their campus' unique context if they want to enable all faculty and all students to engage in their own unique ways. What's more? Dawn does a fantastic job of outlining the different ways various international professional organizations support global learning. Now if you don't already know Dawn Whitehead, I promise you will want to know a lot more about her and her work by the end of this interview. Enjoy.

[Laughing]

You good?

DAWN WHITEHEAD >> Uh-huh.

STEPHANIE DOSCHER >> All right. You have a beautiful view, don't you?

DAWN WHITEHEAD >> I do. It's very nice. Sorry.

STEPHANIE DOSCHER >> Why are you sorry? Oh, because --

DAWN WHITEHEAD >> Because I get the view and you don't.

STEPHANIE DOSCHER >> I know because I live in Miami and I never get this incredible view. So why don't you describe what you see right now?

DAWN WHITEHEAD >> This is a wonderful view. I'm not sure if it's Biscayne Bay that I'm seeing but I'm seeing beautiful water and a bridge. I'm seeing a cruise ship that probably is loading folks then I'm seeing the skyscrapers of downtown Miami and two things near and dear to my heart. One I believe that's American Airlines Arena maybe. I love the Miami Heat then I see a wonder of sign for Broadway in Miami Hamilton the Musical, something else I love. So this is a wonderful view of the city, a great place to be sitting for this interview.

STEPHANIE DOSCHER >> You know, it really is amazing. We'll thank the hotel for providing this room for us because this is truly the heart of Miami as a global crossroads.

DAWN WHITEHEAD >> Uh-huh.

STEPHANIE DOSCHER >> Nearby, which you may not be aware of this Dawn is a place called the Miami Circle. And it was discovered, actually by a friend of mine when he was working as the archaeologist of Miami Dade County. They were going to build this very large skyscraper right at the mouth of the Miami River and before they could make the skyscraper, they -- as they were clearing the land, they found host tools, and they were spaced perfectly as if they were forming a circle. So they halted the construction, they halted things and what they did was uncover these holes and they found that this was a Tequesta trading place.

DAWN WHITEHEAD >> Wow.

STEPHANIE DOSCHER >> Yeah. And it was a place where they found materials that, you know, came from all over the Caribbean. So -- so it was kind of the earliest manifestation of Miami as a global crossroads and the extra cool thing about it is that nearby there is a street named after my family. After a member of my family. Judge Milton Freedman who is the singing judge.

DAWN WHITEHEAD >> How appropriate.

STEPHANIE DOSCHER >> He was known as the singing judge. Seeing my family came from Eastern Europe to here to Miami, so I have this like very personal feeling about the city, about global, crossroads, about global education and this is also kind of a personal talk to me because, you know, I'm so happy that the global learning conference of the Association of American Colleges and Universities is coming to Miami in 2021.

DAWN WHITEHEAD >> Yes. And I think as you said what an appropriate location for this, to come to a global crossroads.

STEPHANIE DOSCHER >> Yeah.

DAWN WHITEHEAD >> And knowing now that additional bit of history of, you know, the circle, was it called --

STEPHANIE DOSCHER >> The Miami Circle.

DAWN WHITEHEAD >> The Miami Circle, thank you. I mean that -- just to show the historical legacy that it's not just in the last 50 years or not just the last 100 years but in those times.

STEPHANIE DOSCHER >> Like it's in our zeitgeist.

DAWN WHITEHEAD >> Yes. Exactly.

STEPHANIE DOSCHER >> And your sister lives here.

DAWN WHITEHEAD >> Yes, she does.

[Laughing]

STEPHANIE DOSCHER >> It's all in the family. It's all in the family. Right on.

DAWN WHITEHEAD >> Yes. It is definitely a homecoming.

STEPHANIE DOSCHER >> So, that's what we're here for today. We're here in December of 2019, talking about this conference that's going to be happening in October. And so, I kind of want to give a little bit of a background for our listeners about you, about the conference, about the work that AAC & U does around global learning. Maybe we can start with like your position, because that's kind of transformed and evolved, you know, over the years. I think especially in the past year. Maybe you can just share a little bit about, you know, what is your title, what is your role, within the organization. That would help.

DAWN WHITEHEAD >> Okay. That sounds great. So, my title is Vice President of the Office of Global Citizenship for Campus Community and Careers. And it is a shift, I think. It's not a shift from the work that we were doing but I think it elevates the importance of global citizenship and it elevates the importance of doing this work in a number of communities, doing it on campuses and how it connects to the workforce for our students. And so I think it signals to our members, it signals to people that come to our convenings that global citizenship and global learning are not just for certain students but they're for all of our students. And global learning is increasingly important for students in work life and citizenship and it's something that we can't give them an option to opt out of. And so, I think that is the shift, is to clearly articulate what this means. Most of us know and understand that global learning -- I like to say to the chagrin of some of my colleagues is that global learning is one of the most powerful practices of liberal education. I think when students engage in global learning they are putting those skills of liberal education to use. At the heart of global learning is problem solving, is applied learning, doing this in the field and pulling together knowledge, understanding from a range of disciplines and experiences, both curricular and co-curricular. So I really think global learning is a powerful form of liberal education.

STEPHANIE DOSCHER >> That's important that you just articulated that because I think when we think about AAC & U we think about it being this foremost voice around the power of liberal education.

DAWN WHITEHEAD >> Absolutely.

STEPHANIE DOSCHER >> Not just in the Americas but globally. And there's now been since, I think it was Shared Futures, right? And Kevin Hovland's work since -- and even before, I think we can go back to Grant Cornwell.

DAWN WHITEHEAD >> And Eve Stoddard.

STEPHANIE DOSCHER >> And Eve Stoddard, so going back into the 90's there was an immigration of messaging and dialogue around what is the relationship between liberal education, liberal learning and citizenship and then the realization that we really can't talk about citizenship anymore without thinking about how it applies nationally and our interconnectedness globally. So I know for me, AAC & U's record and the literature that has come out of the organization has been absolutely fundamental to my evolution -- to the evolution of my own thought. It's been very, very meaningful to me. I kind of think of it like as my home, organization. So -- and you're familiar with making global learning universal, we have this certain -- these words to describe the process of global learning. So I think it also behooves us to kind of talk about how does AAC & U conceive of global learning. You know, what's the connection between kind of our definition, how AAC & U is thinking about it.

DAWN WHITEHEAD >> Uh-huh. So I think it's important, so I'll give you that definition, but I think it's important to understand how it came to be. And so the definition of global learning that AAC & U created was developed as part of the creation, if you will, of the global learning value rubric. So a number of academics were involved in the process. Faculty, administrators, professional staff across the country came together to develop this definition. So, you had an inter-disciplinary group of people with different types of roles on campus and that's how we came to this definition, that global learning is a critical analysis of an engagement with complex interdependent global systems and legacies and their implications for people's lives and the earth's sustainability. So this definition that we have is one that you could apply in any discipline or any field. It's one that we encourage institutions to consider and think about in their local context and this definition may be the one that you ultimately decide to use but you may decide that there are factors that dictate a different definition at your own institution and that own institutional context. So, I think for me, you know, as you mentioned prior to come to AAC & U in this capacity we drew on this definition, we drew on the materials and it really helped shape the work that we did when he was previously the Indiana University, Perdue University, Indianapolis but for I think for us this definition is one that shifts people away from global learning as I can name all the continents, I can name all the rivers in Southeast Asia, so people truly see it as an approach that is applicable across all majors and all fields.

STEPHANIE DOSCHER >> Yeah. And I think that's really where we have in common a couple of things. One, is that there needs to be a process at any institution whether that's a national institution advocating for global learning or any of our institutions individually in the U.S. or abroad, we need to have a process that engages diverse people in thinking about what is this going to look like at our institution. And then, I think there are certain like common elements that I hear in AAC & U's articulation of what global learning is and FIU's and that is kind of the diversity of voices, the problem solving, the critical thinking and there's another -- you haven't heard this episode yet but I recently did an interview with the University of Michigan at Dearborn and they kind of took sort of what they've learned from AAC & U because they're going to use the value rubric for assessment. I believe that they're going to be doing that. I know they've certainly considered it and used it as an instrument and they've also taken some stuff from FIU and their own institution and they kind of made their own and yet those same streams of diversity, collaboration, problem solving are within the approach. I think it's really important to have a dialogue about that. Because when we think of

the term definition, we think well that means that's the codified way. But when you -- in your work when you go to different campuses what do you see happening when campuses are successfully integrating global learning into the things that they do? What are the processes? How are they making things their own?

DAWN WHITEHEAD >> I think you hit it on the head at the beginning when you talked about process. And I think the campuses that are making the most progress, if you feel, are the ones that are having a serious conversation, one about what global learning is, so what does it mean in our context, of what does it mean for our students when they leave our campus, what does it mean for our local community now? So they realize that it is something that impacts a campus, the local community as well as the broader community. So they're thinking about the implications for their students and how they engage with local and global communities, if you will. But if they don't go through that initial process of defining it, a lot of times they'll stumble because you'll have different schools, different departments having different perspectives on what global learning is and it's very difficult to move forward if you don't have an agreed upon definition. If you don't have an idea of what this means in our context. If you have some people on campus that think global learning is study abroad, other people that think global learning is area studies. Once you come together and have an idea of this is what it means in our context, that's when you start seeing institutions identifying ways to integrate this into opportunities for all students. So not the optional. Not for the student that says okay I'm going to focus; I'm really interested in Southeast Asia so I'm going to take courses on that. But when it's truly and embedded in the curriculum and co-curriculum so you've got your student affairs folks who are engaged in these conversations. That's when you see the real progress is when somehow it is integrated through learning outcomes, it could be through both curriculum and co-curriculum learning outcomes but it's when there's a clear integration of global perspectives. It's great it's in the mission statement but if it isn't integrated into what students actually have to learn and be able to do, then we don't see as much progress on campuses. So, I find that I spend a lot of times with institutions at different levels. Some, when they're just trying to figure out, okay how are we going to define global learning. And we look what other institutions are doing, peer institutions and non-peer institutions. And say, okay how would it look here. And some may say look our community is very different than Miami. We don't have this -- we're not in this hot bread of activity.

STEPHANIE DOSCHER >> Totally. Totally.

DAWN WHITEHEAD >> But we do have global learning here and this is what it looks like in our context. So I think that's the main thing. But then I work with other institutions where they've got everything defined, they just have to figure out how are we going to implement this, so it touches all of our students. Not just those that are in special programs or not just those that do a special capstone. And so I think that's the place where it's exciting to see how they're finding ways to integrate this for all their students, not just for a handful because that -- and you know one of our mission at AAC & U is equity for all as a foundation for higher education.

STEPHANIE DOSCHER >> That's right.

DAWN WHITEHEAD >> And all students should have access to global learning, and I think when we get this integrated in the curriculum that's when we see the biggest change.

STEPHANIE DOSCHER >> So really, it's having a global learning approach to infusing global learning.

DAWN WHITEHEAD >> Exactly.

STEPHANIE DOSCHER >> -- in the institution. And I kind of want to clarify and impact what you just said a little bit because one of the things you just said is if some people think it's study abroad and some people think it's area and language studies and some people think it's something else, that can get us in trouble. Now that's not to say that once we -- correct me if I'm wrong. That's not to say that once we develop or design our definition of global learning that will apply to our institution, that some can't choose to just do global learning through study abroad. Right? Like there might be a program, an academic program that would say, well we feel it's very important for all of our students to -- we're going to embed some kind of a study abroad experience for all of our students in our program. That may be how that program is doing it.

DAWN WHITEHEAD >> Absolutely.

STEPHANIE DOSCHER >> As long as, everyone is figuring out their own way to address that common definition.

DAWN WHITEHEAD >> Exactly. You know, I think for example, and I'm not -- Arcadia University for one is an example of an institution that has study away or study abroad in some form for all of their students, I believe during the first year unless things have changed. So that's a commitment from the institution to say this is what they're all doing. As you said maybe you're working with a nursing program or a global health program or a public health program and experiential learning is at the heart of what they do and you say, all of our students are going to have a global experience where they are leaving the campus and engaging in some form of global learning. It can be an internship, it can be a clinical placement, it can be in Cuba, it can be in our local community, but where that commitment is there. But I think you're right. But to me at the heart of this it is usually based on learning outcomes. So that you can see, okay, what is it I'm expecting students to do and how does that fit in my discipline or field. So it can take different forms, but everyone should be in agreement on what it is. And I think sometimes that's where the confusion may lie. Some say oh in our institution it's only coil or it's only online collaborative learning, no it's only thing. You have to spell out what the options are, and the schools can interpret how this is going to operate in their space.

STEPHANIE DOSCHER >> Yeah, and are the more successful, if you will, like the institutions that seem to have like an energy and a fire around global learning, are those the ones where there are lots of options for people to kind of approach global learning from whether it's coil or study away or study abroad or internships?

DAWN WHITEHEAD >> I think it is. And I think a lot of it is when it is embedded in student learning.

STEPHANIE DOSCHER >> Yeah.

DAWN WHITEHEAD >> I'll say that again and again.

STEPHANIE DOSCHER >> Because it's that important.

DAWN WHITEHEAD >> Right. Because if students don't understand why they're engaging in the practice, some of them will say why am I even doing this. It has to be clear to them why you are doing this. And I think when it's embedded in the learning, when there are learning outcomes,

when it connects to the broader institutional mission then that happens. But I think you may see students that are doing multiple. Some students may have a study away experience, some students may do coil in one course, some students may have an internationally focused internship or undergraduate research experience so they can have multiple opportunities and I think that's where we're seeing the most successes when institutions are saying okay we aren't going just going to have this one box that they check.

STEPHANIE DOSCHER >> Yeah.

DAWN WHITEHEAD >> We're going to deeply embed this the curriculum and let faculty decide how it works best in their course or department or school.

STEPHANIE DOSCHER >> And you know, that's interesting about that, the transparency piece because our global learning curriculum oversight committee they've evolved in their own understanding as different members have come on board, as all these members have seen some different syllabi. They over time, and this was not at the beginning a thing, but we have this check-list. Right? For all the components of what you have to have in a global learning syllabus at FIU and we can connect to that in the show notes as well as the value rubric, all sorts of resources. But one of the things that last year they said we have to have in the check-list is -- it actually evolved over a couple of years. We want in every single syllabus there to be boilerplate text. If it's a global learning designated course that will say this is a global learning course that counts towards your graduation requirement. And also it had to have a separate section, separately labeled, global learning outcomes, global awareness, perspective and engagement, those course learning outcomes. So that every student sees that, you know, and it's partly because we want to make sure that any faculty that are inheriting a course syllabus, they realize oh yeah, this is global learning then we get them into the fold of professional development but for students. To realize that.

DAWN WHITEHEAD >> Exactly.

STEPHANIE DOSCHER >> So – so, Dawn, how did you find your way to global learning? How did you get to where you are? You're a powerful scholar, powerful intellectual, powerful speaker. But where did you get your start? How did you connect?

DAWN WHITEHEAD >> Um, you may laugh when I say this but a lot of this started in elementary school. So, you know, I'm from Indianapolis, Indiana and Indianapolis, Indiana has one of the world's best and I'm not saying that because I'm from there but one of the world's best children's museums. Every year external people say that, not just people from I know Indiana. And when I was in elementary school, they had a gallery called passport to the world and it was sort of the international gallery, if you will. And my mother signed me up for the culture club there. So every Thursday I think it was I would go for 2 hour sessions with other kids from around the city, we got to go into the gallery, we got to look at the collections, we would go and have international meals or they would bring people in, experts and that's really where a lot of it started. I already had the interest and my family went to international festivals, that kind of thing but I think when I was in that culture club and we were looking at these objects from Mexico or these objects from China and other places it really, really opened my perspective at an early age. And so, when I taught high school, so I taught high school before going to grad school. I developed our multicultural studies course at the high school. And I always had a global element to the multicultural studies course. I didn't focus on just domestic diversity. We looked at diversity globally. And so when -- I always know I was going to go back to grad school, so I became aware of the field of international

comparative education, you know, originally, I was going to do a history Ph.D. African history but, you know, I was like okay I'll teach a few years and do this but when I learned about the field of international comparative education and I also did African studies I was able to blend the two and I love African studies but this is my desire to connect with other parts of the world, not just Ghana in particular, I think that also sort of strengthened it. So I think my childhood with the culture club, teaching and connecting my students with people from around the world and my own graduate school experience, again, I spent a year doing dissertation research in Ghana, loved it, go to Ghana every year, still love that.

STEPHANIE DOSCHER >> You have family, you're familiar -- your ties are Ghanaian.

DAWN WHITEHEAD >> No. This was -- so those ties come strictly from the African Diaspora. And so DuBois moving to Ghana, many other, you know, once he was elected, you know, Ghana became this hub of Pan Africanism. So, that's how I got interested in Ghana was through that -- actually that was during my undergrad I did my thesis on black African movements. But as much as I adore and love the work I do in Ghana; I see the connections among countries as even more powerful. And so, that is what brought me into the global learning field. So, when I was in grad school, I had a colleague who taught -- she created a program and it was for international -- it was for undergraduate students from around the country and she asked me to teach a course on international education which of course fit with my grad work. And the first summer we taught it we were in Cuba and I had 35 students and the students had the choice of international business, international education and international leadership. The leadership was required. And so the students in my course, half were from the U.S. and half were from other parts of the world and it just affirmed to me that I wanted to do more than African studies, I wanted to do more than international education and I saw the power of global learning. Not just international education but global learning as we see it now.

STEPHANIE DOSCHER >> Were you calling it that when you were seeing it?

DAWN WHITEHEAD >> No, I was still calling it international education because we were still looking at systems but when I was working with students and I had students -- a student from Croatia, a student from Kenya, a student from Miami, you know, who came on the program so she could see her family in Cuba and they were working together on projects. That is where I was seeing the global learning come alive because they were bringing different perspectives to problem solving, all the students had to create some sort of entity that they would create, or they would do some work after they left. So one of the students decided to create a similar program of what we had in Thailand and they actually helped the student run that program. And so that's where I think I saw a shift in my course work where it was still international education, but it was more global learning. So I think that is sort of where I laid the foundation for this work and then working at IUPY, under the brilliant leadership of Susan Sutton. I think that is also where, you know, working in curriculum internationalization and looking specifically at global learning. You know, how am I helping my colleagues make those global sections?

STEPHANIE DOSCHER >> Yes.

DAWN WHITEHEAD >> So beyond comparisons, beyond okay we're going to do this comparative piece but how are we going to look at student learning. How am I engaging my engineering colleagues, how am I engaging any nursing colleagues and what are the common threads? So I think that's sort of where my development and honing of the skills of global learning and sort of that shift away from just African studies or just international education came about.



I think -- so what you described is this evolution of thought that I think is really the same kind of evolution that we're trying to grow in our students. Right? So we're thinking about this, we're thinking about ourselves, we're thinking about ourselves in relation to others, we're connecting with certain things. And there's this podcast, I'm going on connect to if in the show notes. I was just listening to it. It's from radio lab. I was telling you about it before we started our interview and it's about basically the connection between Dolly Parton and globalization. And in it, Dolly Parton just says -- she just says passionately sometimes you just see something or someone and you connect to it and you don't know why, you just know you do, you just know you know that thing, it's so familiar you just connect to it and you just described that like 3 different times. Like you saw all these things as a child.

STEPHANIE DOSCHER >> You saw Ghana. Right? Like you connected to Ghana. It's not your familiar background. But you connected to it. You don't know why about you followed that connection. Then it grew you into this next space and then we grow a more scholarly, right, understanding of global education and interconnectedness. And then we have a new -- like then we know, you said I knew it when I saw it. It was happening but I wasn't calling it global learning then.

DAWN WHITEHEAD >> Yes.

STEPHANIE DOSCHER >> But it was that connection making and now for me I think you and I have actually kind of evolved in a very similar place because since we've -- in talking this morning before and during this conversation the number of times that you and I have both said connect, connection, connection making. I can't even count it.

DAWN WHITEHEAD >> It's true.

STEPHANIE DOSCHER >> And I've gotten to the point where that's what global learning is.

DAWN WHITEHEAD >> Uh-huh.

STEPHANIE DOSCHER >> That's what learning is. That's what transformation and enlightenment -- it's all about this connection making.

DAWN WHITEHEAD >> I agree. I mean I completely agree.

STEPHANIE DOSCHER >> It's like going from like kind of a basic understanding, that's limited to a much more complex, to kind of getting into that essence. So, there is a connection though that I'm not very clear about. And I think that this would be an interesting thing for us to dialogue around. So the term global learning is used quite a lot in higher education. And there are multiple professional organizations that are doing work around this space. So, we have AAC & U, we have NAFSA, we have AIEA, the Association of International Education Administrators, we have colleagues around the world to have EAI -- I don't know, I'm probably messing that one up. IIE. So can you help me to understand like how as professionals or people that are working in institutions, how would we decide, like where would we go? What is the connection amongst these different organizations as they're thinking about internationalization?

DAWN WHITEHEAD >> Right. So I always go back to what our mission is at AAC & U and for us we're the leading national association concerned with quality of education. So I think when people are thinking about student learning, global learning is a form of that but when they're thinking about

the learning, that is when they would come to AAC & U. So for example the conference we're here for the planning meeting is about global learning of all types. So it could have elements of study away, study abroad, online interactive video conferencing, it has elements of high impact practices, you know, of course global learning is one but specifically undergraduate international research, internships, community based global learning, all those kinds of things fall under the category of student learning. So I think that's what AAC & U has to contribute. And I think all of us organizations are pretty complementary, so I think you mentioned AIEA, they're doing a wonderful job of repairing and working with the senior leaders. So Senior International Officers, others in leadership and how do you do this work systemically? We have worked with AIEA to do workshops on global learning, to do workshops on what are the connections between global learning and domestic diversity or, you know, diversity equity inclusion. I think when you look at IIE, their work I feel like is the broadest and perhaps the most different from what we do, but one thing they do look at is opportunities for international engagement. And so I think that connects quite a bit to our work on equity, you know, equity is our foundation. How are we making sure all students have these opportunities? IIE of course also provides us with the very rich opens door data which helps all of us make the case for doing this work. And I think NAFSA of course, they are doing the work looking a lot at mobility and how, you know, how are students coming, how are students going and they're doing a bit in the learning space and I think we've contributed in those areas but I think we all have a role to play, also I would add the Forum on Education Abroad.

STEPHANIE DOSCHER >> Diversity Abroad.

DAWN WHITEHEAD >> Yeah, Diversity Abroad. Both of those are other organizations.

STEPHANIE DOSCHER >> Mobility international. I'm interviewing Andrew -- I'm interviewing two folks from those organizations tomorrow.

DAWN WHITEHEAD >> Excellent. So I mean, so I think they, you know, I think Diversity Abroad and we've done some collaboration with Andrew, again, because for us it's about making sure all students have access to these high quality practices, to make sure they get a quality experience. The forum on education abroad, working with them to look at what's actually happening, you know, the forum of course provides wonderful standards. So as people are developing programs, they can say okay what are the standards if we're developing an international program, what are the things we should have in place. So I think we complement each other in terms of what we do. So I don't see a lot much replication, I see we all are playing different roles and they're complementary roles.

STEPHANIE DOSCHER >> Yeah, and I would bring in ACE, right?

DAWN WHITEHEAD >> Absolutely.

STEPHANIE DOSCHER >> Because there's like the model for comprehensive--.

DAWN WHITEHEAD >> Comprehensive internationalization.

STEPHANIE DOSCHER >> Exactly. And that model, and the curriculum and co-curriculum being that keystone right in the middle and that seems to be kind of the space where AAC & U, really thinking about course design, student learning design.

DAWN WHITEHEAD >> Right.

STEPHANIE DOSCHER >> Getting into the nitty-gritty.

DAWN WHITEHEAD >> Exactly, assessment of student learning. So we've got all these students, let's say we've got all these students who are doing study away, study abroad, interactive video conferencing or coil or undergraduate research but how do we know they're learning anything? And that's where I think we really thrive in that space as well.

STEPHANIE DOSCHER >> And I'll bring in a new organization that I've become involved in even though I've been doing professional development since the beginning of the global learning initiatives, I didn't find the Professional and Organizational Development Network until just a few years ago.

DAWN WHITEHEAD >> Yeah, yeah.

STEPHANIE DOSCHER >> And it's such an exciting network and conference and there's a lot of space to talk more about internationalization.

DAWN WHITEHEAD >> Absolutely.

STEPHANIE DOSCHER >> In the POD Network. I wanted to bring that up with you because, I will say personally, in the work that I've done I have gotten something from all of these organizations.

DAWN WHITEHEAD >> Right.

STEPHANIE DOSCHER >> And we've had a lot of support from our particular institution to allow us to -- to take part in all of these leadership organizations to, go to the conferences to make presentations to engage in the leadership and it's been some helpful for us and yet I can see how organizations or excuse me institutions that are at the very beginning of this process would not know where to turn first.

DAWN WHITEHEAD >> Exactly. Yes. Yes. Yes.

STEPHANIE DOSCHER >> Where do I go first?

DAWN WHITEHEAD >> Right.

STEPHANIE DOSCHER >> And I think it's super helpful what you just mentioned about, you know, the relationship amongst this constellation of organizations that are here to help us.

DAWN WHITEHEAD >> Right, right.

STEPHANIE DOSCHER >> And make global learning our own. Um, so -- so thinking about AAC & U, I'm thinking about like what's on the horizon? Right? I'm curious about the organization and where you are interested in leading in the next couple -- next, in the next five years. If you have anything to share with us about that.

DAWN WHITEHEAD >> Well one area I think in particular and we're in the second year of a three year project, with the Interfaith Youth Corp. on interfaith engagement and this is a project that has been generously funded by the Arthur Vining Davis Educational Foundations. And what we have

been doing is we have worked -- we've got 20 institutions now and they have been looking at integrating interfaith engagement in curriculum and in co-curriculum, making connections between the interfaith work and diversity, equity and inclusion and also looking how this work connects to broader global learning which some people pay think well that's a no-brainer but often times those connections are necessarily made. And so we, as I said we've been working with 20 institutions that are developing different projects and programs. And so that's one area where we're really hoping to start sharing more with those institutions or finding out and doing. One thing that's a very simple example, not simple to do but a simple example is one institution, well three we've been working with, University of Miami, Concordia College and Denver University, sorry, University of Denver. I always get confused because they say DU, University of Denver. They have worked on a project starter with Denver to develop holiday fact sheets. Which may seem very simple but where faculty, staff and others can get information on holidays, more than just okay this is the Jewish new year. But what is the mood of the mostly day? How might my students, how might this affect student's work. Do students need to go somewhere? Should they participate in activities? What is the mood of the holiday? And then they are working on app that will be available in the Apple store where you can integrate all of these holidays in your calendar in less than 12 minutes so a campus could say we're not going to schedule this event on this day because we know it is this particular holiday or if they do they can say we apologize for the inconvenience this may cause we realize this is the first day of Diwali but... So it is something that touches global perspectives because we've got global holidays, these are holidays that are set celebrated around the globe but it's also practical because sometimes we don't know what to do, we don't know what to say. Someone says, oh I'm celebrating this particular holiday and you don't know; do you say happy? You know? And this is just like they've developed these wonderful tools that will make it very easy for faculty to decide. So, on this holiday I spend the day at this religious facility all day or home, so people have an idea, not to say students won't do anything but so people have a better idea. So that's just one example of some of the work coming out of this interfaith project and I'm looking forward to sharing more and seeing more that these institutions are developing.

STEPHANIE DOSCHER >> I -- I'm reminded when you mention that of a couple of things. First is an interview that I had in the season one with John Buschman who teaches in the hospitality school at FIU and he said in my course I have students learn to say hello, how are you in like 40 different languages as part of it. Just as a way to open the door.

DAWN WHITEHEAD >> Yes.

STEPHANIE DOSCHER >> To a deeper conversation, right? To establish some trust, some respect. Then I'm thinking about a conversation I just had with Terra Harvey.

DAWN WHITEHEAD >> Oh, yes.

STEPHANIE DOSCHER >> About the relationship between intercultural communication and global learning. Because we're talking about global learning getting to a point where students in personal, professional, scholarly, civic spaces are making connections amongst diverse perspectives to understand and create solutions.

DAWN WHITEHEAD >> Exactly.

STEPHANIE DOSCHER >> But you can't make those connections with those other perspectives until you establish some basic communication.

DAWN WHITEHEAD >> Exactly.

STEPHANIE DOSCHER >> Exactly.

DAWN WHITEHEAD >> Exactly. If you will indulge me this reminds me, I'm always -- I feel like I'm always a teacher at heart.

STEPHANIE DOSCHER >> Yeah.

DAWN WHITEHEAD >> This reminds me when I had a course based in Kenya with my students, we had Kiswahili two nights a week throughout the course of our program so they could be polite so it could open doors in different places with them and the students got it. They understood why it was important. They didn't say, oh, why do we have this hour lesson of Kiswahili after we've been at our service all day. They wanted it because they realized the importance and how that may make the difference between someone being open to talking with them about other issues just because they made that effort. So I think it's tremendous going back to making connections with people.

STEPHANIE DOSCHER >> And it's a bit of a chicken and an egg thing because when we say, okay we want all these students to learn languages. Well why do you want to learn a language? Because you want to connect with someone.

DAWN WHITEHEAD >> Exactly.

STEPHANIE DOSCHER >> So if we start with the language, learning, we might not be able to engage our students effectively because they don't see like the purpose, they don't have a motivating, they don't have a motivating factor of I desire to get to know and connect with others. So maybe we could -- maybe we start with kind of that global learning space, having students reflect on what worked and what didn't and hmmm, if I knew some of the basics of this person's language, if I knew, you know, a little bit more about their holidays I wouldn't have stepped on some toes.

DAWN WHITEHEAD >> Right.

STEPHANIE DOSCHER >> It's kind of a conundrum.

DAWN WHITEHEAD >> It is, and I think not to let the practical get in the way of this philosophical conversation, but I think it also comes down, and this is what I've been talking to a number of faculty about at different institutions is what is included in the curriculum.

STEPHANIE DOSCHER >> Yeah.

DAWN WHITEHEAD >> And as institutions are being encouraged by their state legislatures or others to streamline curriculum.

STEPHANIE DOSCHER >> Yeah.

DAWN WHITEHEAD >> Is there room for language. Despite the fact that we think there should be room, you know, if you're told that, you know, students need to graduate with 180 credit hours,

that's just a random number, and institutions start saying okay we can cut language, you know, I think that's the other challenge, is getting, you know, so that people are understanding the value of language earlier and how do we ensure that it's an option. But I think it's definitely a challenge I'm seeing at other institutions.

STEPHANIE DOSCHER >> That's the story of our institution.

DAWN WHITEHEAD >> Yeah, they want students to take languages, but we've been told we have to cut this down. There's too much in the content area. And I think some are overcoming, some are offering different options, you know, Spanish for healthcare professionals, Spanish for educators or things like that, Spanish for heritage speakers. I'm just using Spanish, it could be for all the languages but I think that's the other challenge and of course the K-12 piece and our colleagues can speak to that quite a bit but I think that is the other challenge with languages if then you tell a student it's not part of the requirement then they go and say this is great I wish I knew more.

STEPHANIE DOSCHER >> Exactly.

DAWN WHITEHEAD >> I think that's a challenge.

STEPHANIE DOSCHER >> It is and trying to figure out as you just said some kind of more creative and just in time learning opportunities for students. And I mean yes we do know that the most effective time to learn a language is at the very young ages, but we just had a global learning medallion graduate yesterday or two nights ago, she's 49 years old, she just came back for her bachelor's degree, they got involved with Paper Airplanes and she -- I'll put a link to that organization, and through that she did some teaching English as a second language tutoring.

DAWN WHITEHEAD >> Excellent.

STEPHANIE DOSCHER >> And through Paper Airplanes she's now learning Arabic.

DAWN WHITEHEAD >> Excellent.

STEPHANIE DOSCHER >> I mean we can.

DAWN WHITEHEAD >> Right.

STEPHANIE DOSCHER >> Do it but it is kind of a just in time thing for her because she's a professional, she's married, she's a parent, she's -- and she's a student. And she does all of these volunteering. So she needs to be able to learn language online at night. Right? So, how can we fold into whatever efforts we have for making global learning available to all those alternative pathways for students to learn what they need to do and meeting students where they are with their circumstances.

DAWN WHITEHEAD >> Right. Yeah, I think University of Florida has developed a couple of really interesting online language programs as well. So, we can -- I'll try to get access for that from Paloma Rodriguez.

STEPHANIE DOSCHER >> Yes.

DAWN WHITEHEAD >> I was at Interface, one of their big events and I met with a couple of the language faculty who had developed these really innovative ways of doing online learning where students had tutors that were available at hours that weren't traditional so they could connect with native language speakers. I mean it was really interesting so I'll see if I can get that information to share.

STEPHANIE DOSCHER >> And very effective.

DAWN WHITEHEAD >> Very, very effective.

STEPHANIE DOSCHER >> I think I saw a presentation at the -- at the global citizenship conference. I think I was there, and Paloma was there.

DAWN WHITEHEAD >> Yes, their coaching.

STEPHANIE DOSCHER >> Yes.

DAWN WHITEHEAD >> I mean it was amazing. I was able to talk to two of the students who had gone through the experience and it was so powerful to hear them talk about how different that experience was compared to some experiences they had earlier in their educational years with language. So it was really powerful.

STEPHANIE DOSCHER >> Awesome. I love it. So, so that seems like an opportunity that we have.

DAWN WHITEHEAD >> Absolutely.

STEPHANIE DOSCHER >> To make global learning accessible and effective, of course. But accessible to all, is finding really creative ways whether it be digital badge, that's the new hot thing everybody is talking about but meeting students just in time learning. So that's like the opportunity. So if I were to ask you, because you are in a very unique place, right? So we're in this conference room, we're scanning the skyline here, we have this great view above Miami. So your position, your vantage point in a national organization with international connections, are there from your advantage points some strengths, some weaknesses, some threats to making global learning universal, that we who are like in the weeds should be attending to?

DAWN WHITEHEAD >> Yeah, I think one threat and I think this is something that we -- this is not going to be surprising to anyone but is the perception that some have that this is frivolous, this is extra. Global learning is something that only a few students need as opposed to the reality that this is something that all of our students need. I think that threat in some places is diminishing because people realize no, this is reality and if you never leave your state you need these skills. If you never leave the country, you need these skills. But I think that's a serious threat in some places, is making clear the case and value for this for your local community. Paige Turner is the Dean of Communications at Ball State University and I've heard her say this so eloquently that we do a great job of talking to the state legislature or we try to, we do a great job talking to parents and students but some institutions really struggle with telling people in the community why we are focused on this engagement with the world, if you will and why we are focused on global learning. So I think that's one way to help overcome it is to let people know contrary to what you might be reading or thinking in certain venues or spaces, this is something that we all need. But I think it's that perception that this is frivolous, this is extra. You know you've said this time and time again.

It's sort of like when students come to orientation and there are certain things we tell them. We may say at some institutions everyone is going to have a service experience, civic engagement is important. Everyone is going to have a test, you know, testing is something we do here or something. But we don't mention the importance of global engagement. And if that is mentioned from the beginning, then it gets on the radar of students, of parents, even in the recruitment visits, internships I think people are familiar with, you know we're moving to the model where they can be paid and understanding why it's a challenge but I think if we communicate this clearly to future students, to current students and our local communities I think that helps with that particular threat.

STEPHANIE DOSCHER >> Admissions and recruiting has told us that we are like the number one selling point, the global linker initiative is the number one selling point for students who might be considering from different parts of the state, from out of state and also students that previously wouldn't consider FIU. It's very exciting.

DAWN WHITEHEAD >> I think that's excellent.

STEPHANIE DOSCHER >> And there's like an international organization of admissions and recruiting and they're going to be at FIU in 2021 and next week, we have a meeting with them to think about what will that event be like, because global learning has been so important for FIU and it's part of our identity. We've got to have it be part of that event.

DAWN WHITEHEAD >> Exactly.

STEPHANIE DOSCHER >> So I'm excited.

DAWN WHITEHEAD >> I think that's excellent. And that should be the case for other institutions that if this is really part of what you think is important and what you believe all your students need to do then it has to be there for recruitment, retention and all these factors.

STEPHANIE DOSCHER >> I love that.

DAWN WHITEHEAD >> Yeah, I think that's great. So I think that's a potential threat. In terms of opportunities, I almost say the same thing. I mean there's so much -- all you have to do is read the newspaper. The news. There are so many opportunities for students not just for workforce development but engagement with their communities. I mean there are so many opportunities. Why this work is so important and critical. You know, I cite the employer data that we have at AAC & U all the time that employers want students who are able to work with people whose views are different from their own, who have different experiences from their own, they want students that have intercultural competence. And so I think that's absolutely critical. So it's a huge opportunity for students to come out and not say, oh, you know, I think I would be able to do this but no, I've actually done it. You mentioned IIE, I'm still struck by a statement, I've forgotten his name, he was the head of Pirelli Tires and he spoke at the First Generation Study Abroad Conference that was in DC, I think it was three years ago and he said the same thing. He said when we're hiring we want to see that a student has already done that experience, where they studied abroad in Germany for 3 weeks or studied abroad for 3 months but either way they want to see that experience because when they hire them there's going to be an expectation that they say, oh we actually need you to go work at our factory in this country. And if they've already done it during their undergraduate experience, they'll be likely to do it again. Or if they're able to include in their statement I worked on this project with four other people they may have been from different fields, different disciplines



but if they say they've done that then they're prepared. Oh, we're not going to have to train this person for what it's like in this international industry.

STEPHANIE DOSCHER >> Exactly. That is exactly why we integrated coil, collaborative online international learning because we knew we were ever going to get so far with study abroad, internships abroad. That's not to say -- we had global learning medallion students graduating the other day, they studied abroad 4 times.

DAWN WHITEHEAD >> Yes.

STEPHANIE DOSCHER >> But most -- the vast majority will never be able to for whatever reason so how do we engage with people who are seated in another part of the world?

DAWN WHITEHEAD >> And, like I think it's two fold because we saw the open door stated, still 10 percent, still 10 percent. And even those students -- so the 90 betters that don't, but even those that are going to study abroad, these collaborative online international experiences prepare them too. So it's not -- sometimes people say it's just an alternative for those that can't -- no. It's a powerful practice that when created well.

STEPHANIE DOSCHER >> Yes.

DAWN WHITEHEAD >> We see the impact; the students are making the gains.

STEPHANIE DOSCHER >> Yes.

DAWN WHITEHEAD >> So it's not, you know, an inferior option. Which I've heard some people say. I say I don't know how you crafted the experience, because that's --

STEPHANIE DOSCHER >> Exactly. Who is to say just because you go to another country that you're actually going to get a meaningful interaction where you do the collaboration and the connection making?

DAWN WHITEHEAD >> Right we were actually solving problems --

STEPHANIE DOSCHER >> Having to negotiate difference.

DAWN WHITEHEAD >> Exactly, exactly.

STEPHANIE DOSCHER >> Beyond just like how do I get to this other part of town to go have this meal. That's not to say these aren't great experiences but there's something about, and this is where AAC & U lives. Right? There's something about the design of the purposeful design of the learning experience.

DAWN WHITEHEAD >> Exactly.

STEPHANIE DOSCHER >> Whether it's in the community, on campus, abroad, online.

DAWN WHITEHEAD >> Right. But how you have designed the experience, so it is a quality experience where students can demonstrate their learning as opposed to just saying okay, I went, check.

STEPHANIE DOSCHER >> Oh my God.

DAWN WHITEHEAD >> I think the other thing you said strength. I think strength is we now have evidence at a variety of institutional types of the value of this work.

STEPHANIE DOSCHER >> Yeah.

DAWN WHITEHEAD >> We have a number of institutions that have integrated work into curriculum that have integrated the curricular and cocurricular to show the power of connecting the two.

STEPHANIE DOSCHER >> Yes, that is where it's all at.

DAWN WHITEHEAD >> I think that is a strength we have is highlighting these examples so that those who maybe aren't there yet can see, no this works. It's not just as you said, we're not just saying there's something magical by saying you did a global experience. No, we can show you evidence of the power of these types of experiences and I think that is the biggest strength right now is to show the value of this work. NAFSA often does a wonderful job of showing the impact, the financial impact of international students on campuses.

STEPHANIE DOSCHER >> Huge.

DAWN WHITEHEAD >> And for many people that's what they have to see. And so they have to see, oh, oh this -- this much money came into our state. Not the national data but how it impacts Iowa. I was just at the University of Iowa and we were looking at the financial impact of international students. We looked at the financial impact of international companies, you know, that were in Iowa and I think we also need to do the same thing with the power of global learning and we need to show people the power of this, how this impacts student learning, how this impacts their pathways to jobs, how this impacts their overall learning and their success on campus, thus participating in certain types of programs increase student belonging. Where is that data that we can share and show the value? I think we have it there we just need to do perhaps in some cases a better job of show casing the impact of this work.

STEPHANIE DOSCHER >> And telling the story.

DAWN WHITEHEAD >> Yes.

STEPHANIE DOSCHER >> It doesn't necessarily have to be numbers. It can -- in fact numbers sometimes aren't the most appealing and motivating -- it's the stories.

DAWN WHITEHEAD >> Exactly. And you have to hear these stories.

STEPHANIE DOSCHER >> Yeah.

DAWN WHITEHEAD >> And I think that's the key. I think that's definitely a strength that we have.

STEPHANIE DOSCHER >> Dawn, I often end our conversations which I don't want to end because this has been so fun for me.

[Laughing]

DAWN WHITEHEAD >> And me.

STEPHANIE DOSCHER >> Um, with just asking if you have any like resources, any books, experiences, films, reports, like anything that you want to recommend to listeners that might kind of increase their connection or understanding of a what global learning is all about, global awareness perspectives, engagements, anything you want to say? You've got to check this out?

DAWN WHITEHEAD >> There's so many. One I would say without appearing self-serving is take a look at AAC & U's website.

STEPHANIE DOSCHER >> Yeah.

DAWN WHITEHEAD >> Quite honestly and take a look at the global learning VALUE rubric because I think there's a lot of rich information there that can shape some of this work. We also have a number of other global publications, central global learning, a couple of other pieces. There's a recent issue of peer review that focused on global learning and I think that's another great resource if you look on our website you can find it there. I think the open doors data every year, I'm like everyone else is eagerly waiting to see what the results are. Especially looking at participation. Are students of color participating at higher rates now than they were more. Are male students participating at higher rates, in terms of study abroad? So I think that's important. The NAFSA data about the impact of international students on campus. I also would be remiss if I didn't mention Richard Kiely and the work he has done on community-based learning, particularly community based global learning. And he has a wonderful book that's called Community Based Global Learning, he and Eric Hartman and others wrote that book and I think that is an excellent resource, because not only does it talk about the framing of this work, not only does it integrate power and privilege in the work but it also gives great models for reflection, including, you know, Patty Clayton's work the deal model which I used frequently when I was leading global service learning programs and Patty, that model is phenomenal and it can be used for many types of global learning, it can be used for, you know, just everything. There's so many opportunities with that. So I think those are some things in particular that I think it's really, really important and those are excellent resources to use. I think there are a couple of articles and I will try to get the links to you, this is one in particular, it may not seem global learning focused but it's out of WPI. So they have written a couple of articles, a couple of faculty there, about putting together teams and equitable teams and how you teach students to work together in effective ways. They've done a lot of work on ensuring women are integrated and are equal partners in teaming for lack of a better phrase. And some of those articles are so powerful and can be applicable in the setting that we've talked about in bringing together diverse groups of people together. I think some of those articles would be particularly useful.

STEPHANIE DOSCHER >> Have you read Learning to Collaborate, Collaborating to Learn yet?

DAWN WHITEHEAD >> No. I need to add that.

STEPHANIE DOSCHER >> You've got to add that. We'll link that too. Because where -- first of all I concur with all the resources you mentioned. Those are all hot links for me too. Those are on speed dial. Where you were talking about WPI's work around designing teamwork.

DAWN WHITEHEAD >> Yes.

STEPHANIE DOSCHER >> Right? So this book learning to collaborate, collaborating to learn is all around designing collaboration. How do you design the project itself? How do you design the assignment and the roles students might play in order to create actual collaboration? Where students will have to make connections amongst their ideas, to take parts of their ideas and put them together into new ideas. Yeah, that doesn't just happen.

DAWN WHITEHEAD >> No. No.

STEPHANIE DOSCHER >> You know, happenstance. It's not because we're going to give a group project. But the cool thing about this -- two things. One, there are pictures. Okay. Like she draws it. So you can see the difference between sequential collaboration and simultaneous collaboration.

DAWN WHITEHEAD >> Yes.

STEPHANIE DOSCHER >> I hope that whet your appetite. So like what are the two different designs and how does that work, and she draws a picture of it but also, she makes it clear that you can take the projects that you already have and make these very small but mighty tweaks to the design. Just yesterday a professor sent me a project and he said it's going to be like a group paper, a group PowerPoint and I could see immediately this isn't going to necessarily get to what this person wants. He wants diversity in the project. That's what the assignment is. Tell me about diverse points of view in this paper that you're going to do as a group.

But unfortunately, if we just tell students that.

DAWN WHITEHEAD >> Yeah.

STEPHANIE DOSCHER >> We get the free rider problem, we don't get -- so just a couple tweaks that I got from that book and also from the WPI stuff, about roles and teaming.

DAWN WHITEHEAD >> Yes.

STEPHANIE DOSCHER >> And he doesn't have to change his project.

DAWN WHITEHEAD >> Right. Right.

STEPHANIE DOSCHER >> Just those little tweaks. Oh my gosh, I just want to thank you.

[Laughing]

DAWN WHITEHEAD >> Thank you.

STEPHANIE DOSCHER >> So much for spending time with me today. But the reason why we're able to spend time is because you're here to plan the next fantastic Global Citizenship for Campus Community and Career Conference which will be right here in Miami, Florida in October of 2021. So that's the hot link I want to give to our listeners.

DAWN WHITEHEAD >> Yes, please do. Join us.

STEPHANIE DOSCHER >> Please join us. It is among my favorite conferences and the same for everyone that I know that has attended.

DAWN WHITEHEAD >> Thank you. Well we keep trying to do and keep trying to engage more people because it's really a conference where we love the conversation about this work. So thank you.

STEPHANIE DOSCHER >> Exactly.

[Music]

STEPHANIE DOSCHER >> Thanks for listening to this episode of Making Global Learning Universal. This podcast is brought to you but FIU's Office of Global Learning Initiatives, Media Technology Services and our Disability Resource Center. You can find all our episodes, show notes, transcripts and discussion guides on our web page, [globallearningpodcast.fiu.edu](http://globallearningpodcast.fiu.edu). And if this episode was meaningful to you, please share it with colleagues, friends and students. You can even give it a rating on iTunes. Thanks again for tuning in and for all you do to make global learning universal.