



**Annual Impact Report of
Florida International University's
Office of Global Learning Initiatives**



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EXECUTIVE SUMMARY

Global Learning for Global Citizenship is the Quality Enhancement Plan (QEP) for Florida International University (FIU). The purpose of the plan is to provide every FIU undergraduate with curricular and co-curricular opportunities to achieve the knowledge, skills and attitudes of global citizenship through global learning (GL).

Beginning in fall 2010, FIU phased in a requirement that undergraduate students take a minimum of two GL-designated courses and participate in integrated GL co-curricular activities prior to graduation. Students take a GL foundations course as part of their core curriculum sequence and a second GL course in the upper division. Students may meet the requirement by taking approved upper division GL courses as electives or, where available, in their major.

Global learning is the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders (Landorf & Doscher, 2015). Through global learning, all FIU undergraduates acquire knowledge of interrelated world conditions, the ability to analyze issues from multiple perspectives, and the willingness to engage in local, global, international, and intercultural problem solving. FIU uses multiple methods to assess these GL student learning outcomes (SLOs) and uses assessment data for continuous improvement of student learning and quality control.

The QEP's success rests on the achievement of four program goals: (1) FIU will provide a sufficient number of GL designated courses to enable students to meet the GL curriculum requirement outlined in the *Global Learning for Global Citizenship* curriculum framework; (2) FIU's Office of Global Learning Initiatives (OGLI) will increase internal and external support for integrative global learning; (3) The OGLI will increase support for GL faculty innovation and productivity through interdisciplinary teaching, research, and engagement activities as they relate to problem-centered global learning; and, (4) FIU students will gain proficiency in the knowledge, skills, and attitudes of global citizenship over the course of their FIU education. FIU has developed assessments for each of the program goals. Program goal assessment data is used to identify areas of improvement for the QEP and make adjustments as necessary to enhance student learning.

FIU has committed the financial, human, and physical resources necessary to effectively develop, implement, and sustain its QEP. FIU initially allocated a budget of \$4.11 million to implement the GL curriculum and co-curriculum, maintain the OGLI, provide for significant professional and faculty development, execute a comprehensive communications and public relations campaign, dedicate classroom space and technology to accommodate GL courses, and support co-curricular programs.

Since 2006 FIU has engaged in a broad-based process of developing and implementing its QEP. This process helped the FIU community to realize that there was a gap between the university's founding purposes and the opportunities it provided for a globally oriented education. FIU's QEP bridges this gap. *Global Learning for Global Citizenship* is a university-wide initiative that has been embraced by FIU's students, faculty, administration, Board of Trustees, and the greater FIU community as integral to achieving the institution's founding purposes: education of students, service to the community, and greater international understanding.

Program Goals and Intended Student Learning Outcomes

The Office of Global Learning Initiatives (OGLI) directs its efforts toward achieving four program goals addressing students' global learning and the environment supporting global learning. These goals and their corresponding assessments are listed in Table 1.

Program Goal	Assessment
1. FIU will provide a sufficient number of GL designated courses to enable students to meet the GL curriculum requirement outlined in the <i>Global Learning for Global Citizenship</i> curriculum framework	<ul style="list-style-type: none"> • Annual comparisons of GL course offerings to student enrollment
2. The OGLI will increase internal and external support for integrative global learning.	<ul style="list-style-type: none"> • Annual comparisons of student participation in integrative GL activities sponsored or co-sponsored by the OGLI • Global Learning Medallion (GLM) program exit survey • GLM program student reflections • Global Perspective Inventory (GPI), Curriculum and Co-Curriculum scales
3. The OGLI will increase support for GL faculty innovation and productivity through interdisciplinary teaching, research, and engagement activities as they relate to problem-centered global learning	<ul style="list-style-type: none"> • GL Faculty/Staff Workshop evaluations • Focus groups conducted 3-6 months after workshops
4. FIU students will gain proficiency in the knowledge, skills, and attitudes of global citizenship over the course of their FIU education.	<ul style="list-style-type: none"> • GPI

Table 1: OGLI Program Goals and Assessments

FIU has also established three global learning (GL) student learning outcomes (SLOs) defining the knowledge, skills, and attitudes of global citizenship in the 21st century. These SLOs and their corresponding assessments are listed in Table 2.

GL SLO	Assessment
Global Awareness: Students will demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.	<ul style="list-style-type: none"> • GPI, Cognitive-Knowing and Cognitive-Knowledge scales
Global Perspective: Students will demonstrate the ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems.	<ul style="list-style-type: none"> • GPI, Intrapersonal-Identity and Intrapersonal-Affect scales
Global Engagement: Students will demonstrate willingness to engage in local, global, international, and intercultural problem solving.	<ul style="list-style-type: none"> • GPI, Interpersonal-Social Interaction and Interpersonal-Social Responsibility scales

Table 2: GL SLOs and Assessments

Significant OGLI Developments, AY 2019-20

FIU's OGLI developed in a number of important ways during AY 2019-20. These developments were implemented to address FIU's strategic plan, previous years' program goal assessment results, and changes in institutional context. Of particular note, due to the coronavirus pandemic, the OGLI transferred all of its operations online on March 12, 2020 and remained fully remote throughout the spring and summer 2020.

Mission and Vision. During summer 2020, in honor of the 10th anniversary of the implementation of *Global Learning for Global Citizenship*, the OGLI engaged in an online retreat to recommit to the office's mission and vision. As part of this effort the team wrote new statements to communicate to the FIU community and beyond why the unit exists, what it stands for, and where it wants to lead the institution. These statements are as follows:

- **Mission:** To engage all FIU students in the process of collaborating with diverse others, locally and globally, to understand and address complex problems that transcend borders of difference.
- **Vision:** To imbue members of the FIU community and beyond with the global awareness, perspective, and engagement necessary to act as global citizens, cocreating innovative, equitable, and sustainable solutions for our interconnected human and natural communities.

Millennium Fellows. As a result of Program Manager Yenisleidy Simon's consistent outreach and coaching of students, FIU was named a Millennium Fellowship campus by the Millennium Campus Network and United Nations Academic Impact (UNAI) with an inaugural cohort of 18 students, 16 of whom were GLM program participants. Each Millennium Fellow completed a local project that addressed one of the Sustainable Development Goals (SDGs) and the UNAI principles. Through the semester-long process, the FIU Fellows convened with other Fellows to develop, implement, and measure the impact of their projects. FIU's Fellows networked throughout the year with the over 1000 student leaders on 69 campuses worldwide composing the Millennium Fellows class of 2019. All Fellows received training, access to a global network of alumni and UN stakeholders, and a special recognition.

Collaborative Online International Learning (COIL). Twenty COIL courses were taught during AY 2019-20. This brought the total number of COILed courses taught at FIU since spring 2017 to 39. COIL has been implemented in eight of FIU's 13 colleges and schools, as well as the Osher Lifelong Learning Institute. A total of 986 undergraduate and graduate students have participated in COILed courses. Faculty have COILed with partners in Argentina, Belgium, Brazil, China, Colombia, Ecuador, France, Ghana, Italy, Mexico, Peru, Spain, and Venezuela.

The OGLI collaborated with Media Technology Services (MTS) to facilitate the second annual COIL Virtual Exchange Leadership Institute, February 10-12, 2019. The event sold out with 35 leaders from 16 colleges and universities located in the US, Canada, Colombia, Ecuador, Mexico, and Spain.

During spring 2019, FIU was one of three US universities invited to participate in the State Department-funded US-Venezuela-Ecuador COIL Initiative facilitated by the American Council on Education. OGLI Director Stephanie Doscher traveled to Quito in July 2019 with Arden Napier, MTS Instructional Designer, and Cristina Rodriguez-Acosta, Assistant Director for Institutional Relations for the Jack D. Gordon Institute, to develop a COIL module that was implemented in the Honors College Diplomacy Lab course during spring 2020. During the 8-week COIL module, Honors students collaborated with medical students at Universidad San Francisco de Quito and students studying political communication at Universidad Monteávila. Together they conducted a comparative analysis of the Zika outbreak in Ecuador, the US, and Venezuela during 2015-2019. Students examined educational and communication strategies and created a map of key actors, stakeholders, and public policies implemented in response to the outbreak. Despite the March 12 pivot to remote learning, the COIL persisted and was successfully completed.

During spring 2020, Doscher worked with staff in FIU's Center for International Business Education and Research (CIBER) and Kimberly Green Latin American and Caribbean Center (LACC) to distribute Department of Education Title VI grant funds earmarked to support the development of three new COIL courses in Business and one new LACC course to be offered in fall 2020. Due to the COVID-19 pandemic, CIBER funding earmarked for travel was redirected toward funding five additional COIL courses. Doscher delivered two "Introduction to COIL" webinars to FIU and international CIBER partners drawing over 100 participants. In spring 2020 Doscher designed a fully online COIL Design Workshop for FIU and international partners. The workshop was launched in June 2020 and involved 24 faculty in eight countries on four continents and eight countries, yielding 10 new FIU COIL courses for fall 2020.

The Making Global Learning Universal Podcast. Season Two of the Making Global Learning Podcast was released in February 2020. Produced and hosted by Doscher, the podcast is a collection of conversations about engaging diverse perspectives, collaboration, and complex problem solving in higher education. The 20 episodes of the first two seasons are housed at <https://globallearningpodcast.com>. Each episode is accompanied by show notes, a transcript, and a discussion guide. Listeners can also subscribe via the podcast's RSS feed, iTunes, Spotify, or Stitcher. The podcast is also listed on MERLOT. Funds generated from the COIL Virtual Exchange Leadership Institute were used to support MTS recording and editing services. As of September 21, 2020, the podcast has been downloaded 4,381 times, with listenership in six continents and 50 countries.

Student Internships. The OGLI continued to grow the number of globally-focused internship opportunities available to FIU students and provided enhanced services for successful internship placement, such as career coaching, and resume review. Sixty-nine students received globally focused internship placements during AY 2019-20. High profile internships included a student placed in the Congressional Hispanic Leadership Institute Global Leaders Program in Washington DC. and several journalism students accepted into the inaugural cohort of Univision STEP, which allows students to train with professionals managing Univision's day-to-day business operations. The OGLI continued working closely with internship placement partners at the International Rescue Committee, Capital Analytics, Consulate of Spain, the National Tropical Botanic Garden, and Paper Airplanes.

Online Global Learning Course Design and Instruction Workshop. During AY 2019-20, Program Coordinator Sherrie Beeson worked with Maikel Alendy, Learning Design Innovation Manager for FIU Online to redesign the online version of the Global Learning Course Design and Instruction Workshop. The new workshop was launched on August 11, 2020. The update includes two synchronous meetings, a more user-friendly interface, more assessments to check for participants' understanding, and videos that include faculty and student perspectives. Each module demonstrates online best teaching practices and provides a plethora of relevant resources to inspire and strengthen the value of the course to new and established global learning faculty.

GL Faculty Hangouts. When FIU moved to fully remote mode during spring 2020, the OGLI pivoted to hosting online events for faculty, as well. The OGLI combined its semesterly Brown Bag Teaching Strategies Workshops, in which peers shared powerful global learning strategies, and GL Faculty Focus Groups into online "Hangouts." A total of 72 faculty attended five Hangouts during the spring and summer semesters. Faculty who attended these said that they considered the Hangouts a haven where they could support each other, gain validation for their work, and showcase online teaching expertise. Each Hangout involved a faculty "Show and Tell" of online tools. Two presentations were made by winners of a contest in which faculty were invited to create a video tutorial for peers. Winners received a \$250 stipend, and their tutorial videos are included on a new page of the OGLI website that features resources for conducting global learning online.

Global Learning Medallion Alumni. Program Manager Yenisleidy Simon led the implementation of a GLM Alumni Engagement Campaign that consisted in the creation of a network from which alumni could benefit and through which they could give back to the GLM program. Benefits include professional development, scholarship opportunities, and promotion of achievements in FIU News. The network provides alumni options to “pay it forward” through philanthropy, information sharing, and mentorship. During AY 2019-20 the OGLI produced two fundraising videos spotlighting alumni engagement, set up an alumni LinkedIn group, sent a monthly newsletter with involvement opportunities, launched an alumni focused social media campaign, published eight alumni features on FIU News, and hosted an alumni panel entitled “You Got This: The Truth about Post-Grad Life” in partnership with the Honors College. The panel was held during FIU’s Panther Alumni Week 2019 and attracted over 50 attendees.

GL Student Fellowships and Scholarships. The GL Fellowship program started in 2013 to fund research collaborations between faculty or staff and undergraduate students. The program was originally designed to provide faculty with seed funding to involve students in globally-focused research, the results of which could be used in the classroom. Consistent with the OGLI’s commitment to student-centered practices, in AY 2019-20 the OGLI gave students the leadership role in the GL Fellowship by transforming the GL Faculty Fellowship into the GL Student Fellowship. This new fellowship model provided undergraduates with financial support needed to conduct research and innovative projects that increased their global awareness, global perspective, and global engagement. The fellowship also fostered collaborations between students and faculty or staff.

The GL Student Fellowship consists of two different tracks: Research and Engagement/Action. In the Research Track, the student designs and conducts a research project with the guidance of a faculty mentor. In the Engagement/Action Track, the student devises and implements an innovative global learning project in a local or international community. In AY 2019-2020, the OGLI awarded the following GL Student Fellowships:

- Engagement Project: “Malleable Power: Training Junior Military Officers in Contemporary Military Issues.” Kamila Arap is infusing diplomacy and cross-cultural knowledge into the curricular offering available to ROTC programs
- Research Project: “Implementation of Virtual Exchange Program in Costa Rica.” Pierina Anton (International Relations, ‘20) is examining the feasibility of creating a virtual exchange program focused on language learning that benefits schools in Costa Rica and the US.

With generous contributions from former FIU faculty and alumni, this year the OGLI was also able to initiate the following global learning scholarships:

- *Rupert L. Lyn Global Learning Capstone Scholarship.* Rupert L. Lyn, Jr. was a passionate, fun-loving force in the world, known by friends and family for his altruistic values, sense of humor, and commitment to being a light in others’ lives. Messages of grief following his passing streamed in from around the world, inspiring his family to open a scholarship fund dedicated to continuing his legacy. The scholarship fund enables students pursuing the GLM to complete their capstone project, which can consist of globally focused research, an internship, study abroad, or language study. One student, Patricia Garcia (Mechanical Engineering, ‘21), was selected to receive the 2020 Rupert L. Lyn Global Learning Capstone Scholarship. The funds support “College Thrifts,” an entrepreneurial project that addresses clothing waste while promoting sustainable consumption behavior.
- *Robert V. Farrell Global Learning Scholarship in Sustainable Development.* Robert V. Farrell was a founding faculty member of FIU. He was passionate about the world and deeply concerned about its future. He valued the environment, believed in principles that defined community, had a fierce love for people, and was devoted to his wife and family. The purpose of this scholarship is to support students enrolled in the PCP or GLM program at FIU who are pursuing globally-focused research and practice in sustainable development. One student,

Jolieth Pineiro (Psychology and Women's & Gender Studies, '21) received the 2020 Robert V. Farrell Global Learning Scholarship in Sustainable Development. These funds support a research project examining connections between gender and genocide particularly impacting indigenous women in Guatemala.

GL In the News. The OGLI was featured 31 times in FIU News and FIU Magazine. Published stories covered student internship experiences, award and funding recognition, alumni achievements post-graduation, and faculty accomplishments.

Local, National and International Visibility. OGLI staff, together with colleagues from FIU and leading institutions in international education, increased FIU's visibility through publications and conference, workshop, and webinar presentations. The OGLI focused its efforts on reaching senior internationalization officers and others grappling with the following topics in the field:

- **Awards.** In September 2019, the OGLI's *Global Learning for Global Citizenship* initiative received the 2019 Association of Public and Land Grant Universities' (APLU) gold award for Inclusivity in Global Learning Research and Engagement. On June 9, 2020, the OGLI was selected as one of five finalists for FIU's 2020 Presidential Service Excellence Award. The following week Dr. Hilary Landorf was awarded a one-year appointment as Senior Fellow with the Association of American Colleges and Universities' Office of Global Citizenship for Campus, Community and Careers. Landorf will be working with this office to establish critical collaborations with Diversity, Equity, and Inclusion units at universities throughout the US, contribute to a national conversation, and promote activities confronting systemic racism in higher education.
- **Leading Universal Global Learning and Internationalization.** In fall 2019 Doscher delivered two keynote addresses: "Connecting the Dots: Intercultural Competence, Local Engagement, and Global Learning" for the Indiana University-Purdue University Indianapolis Intercultural Engagement Symposium in September and "Making Global Learning Universal" for the Conference on Educational Innovation at Tecnológico de Monterrey, Mexico, in December. In November Landorf presented "Global Learning for All at FIU" in APLU's institutional strategies session honoring the 2019 awardees for Global Learning, Research, and Engagement during APLU's Annual Meeting in San Diego, CA.
In February 2020, Landorf presented "Integrative Global Learning: Operationalize That!" at the AIEA Annual Conference, Washington, DC, and Doscher presented "Leveraging the Times Higher Education Impact Criteria to Close Underrepresentation Gaps." In June 2020 Doscher participated in "A Tale of Two Cities: Global Learning in The Hague and Miami," an online dialogue with Jos Beelen, Professor of Global Learning, The Hague University of Applied Sciences, Netherlands. *University World News* published Doscher's article, "Design Thinking for Innovative Internationalization of Higher Education," in its May 23rd, 2020 issue.
- **Global Learning Across the Disciplines.** In October 2019 Doscher presented, "They Made Global Learning Their Own: Stories from the Making Global Learning Universal Podcast" at the AAC&U Global Citizenship for Campus, Community, and Careers Conference, San Antonio, TX. In November 2019, Doscher presented "Engaging Faculty in Effective Professional Development for High-Impact Global Learning" at the Professional and Organizational Development Network Annual Conference in Pittsburgh, PA.
- **Raising Students' Voices and Affinity with the University.** In October 2019 Hilary Landorf co-presented "Fostering International Students' Affinity with the University" with Jhonery Mendoza, International Student Advisor, FIU's Office of International Student and Scholar Services, at the AAC&U Global Citizenship for Campus, Community, and Careers conference in San Antonio, TX.

In February 2020 Yenisleidy Simon hosted the workshop “Civic Engagement for Global Citizenship” at FIU’s 2020 Student Leadership Summit in Miami, FL.

- **Online Integrative Global Learning.** With Bahia Simons-Lane, Landorf co-authored “Online Learner Cocurricular Engagement: An Integrative Learning Program Case Study,” a chapter in *Online and Engaged*, edited by Stephanie Smith Budhai and published by NASPA: Student Affairs Administrators in Higher Education. In March 2020, Landorf presented this chapter as part of NASPA’s virtual webinar, “Engaging and Supporting Students Online during COVID-19 and Beyond.”
- **Other Presentations and Publications:** Sherrie Beeson presented “Culturally Sustaining Professional Development on Latin America and the Caribbean” with FIU Associate Professor Sarah Mathews at the annual International Assembly of the National Council of Social Studies (NCSS) and “Decentering Normative Conceptualizations of Civic Identity” with Mathews, Rosenberg, and Naranjo at the College and Universities Faculty Assembly of NCSS. Another presentation, “Complicating Civic Identity: Exploring the Identities of Undergraduate Students Attending a Hispanic-Serving Institution,” with Mathews, Alberte, Naranjo, and Rosenberg was accepted for the annual Comparative and International Education Society conference but was cancelled due to the conference being moved to a virtual space. Beeson also had two publications during 2019-20: a book review of *Making Global Learning Universal: Promoting Inclusion and Success for All Students*, by Landorf, Doscher, and Hardrick in the journal *New Horizons in Adult Education and Human Resources* and “Closing In On ‘The What:’ STEM Students’ Transformation Global Learning Experiences” with Mengana and Penczak in *Inclusive & Innovative International Education, CIHE Perspectives #14*.
- **Collaborative Online International Learning.** In October 2019 Doscher presented a pre-conference workshop, “Connecting Without Borders: Designing Effective Collaborative Online International Learning Experiences,” at the AAC&U Global Citizenship for Campus, Community, and Career Conference in San Antonio, TX. Also in that month she presented “COIL: A Powerful Method for Promoting Intra-Institutional Collaboration” at the inaugural International Virtual Exchange Conference, Tacoma, WA. During spring 2020, Doscher was asked to present a variety of webinars to institutions pivoting from mobility- to online-based international faculty and student engagement. These included, “Safeguarding Quality, Equity, and Inclusion as Learning Moves Online” for AAC&U in March; “Virtual Study Abroad and Opportunities and Innovation for Institutions” for the Study Abroad Association in April; “Internacionalización en Casa: Fortaleciendo la Educación Superior en América Latina” for Universidad de los Andes and Universidad Adolfo Ibañez, Chile, in May; “Virtual Exchange and Global Learning” for FAUBAI, Brazil, in May; and, “Introduction to Collaborative Online International Learning” for Universidad Católica de Temuco, Chile, in July. Along with Jon Rubin, COIL Consulting, Doscher delivered the second plenary panel on “Transformative Virtual Learning Strategies” for the SUNY-Albany International Education Leadership Virtual Summer Institute in July 2020.

OGLI’s Impact on Student Learning and the Environment Supporting Student Learning, AY 2019-20

The OGLI’s program goals address students’ global learning and the environment supporting global learning. The OGLI impacted these goals in the following ways during AY 2019-20:

Program Goal 1: FIU will provide a sufficient number of GL-designated courses to enable students to meet the GL curriculum requirement outlined in the *Global Learning for Global*

Citizenship Curriculum Framework. In order to determine whether FIU was adequately accommodating all students subject to the undergraduate GL graduation requirement during AY 2019-20, FIU compared the number of GL-designated courses taught and annual enrollment in these courses to annual entering student enrollment figures. Two hundred and fifty-two approved GL courses were available to be offered in AY 2019-20 (fall '19, spring '20, summer '20). Of the 252 GL courses available, 69% or 173 of these were taught during AY 2019-20. A total of 60,942 seats were filled in GL courses. Of the total seats filled, 4,575 were filled by first-time-in-college (FTIC) freshmen. This number represented 95.4% of the 4,797 FTIC freshmen that entered during AY 2019-20 (see Table 3). This exceeded the projected 50 percent GL course enrollment needed to signal that FIU was providing a sufficient number of GL-designated courses to enable FTIC freshmen to meet the GL graduation requirement. A total of 34,682 individual students completed GL courses in AY 2019-20.

Eight thousand nine hundred eighty-eight transfer students entering FIU in AY 2019-20 enrolled in GL-designated courses (see Table 3). This number represented 92.8% of the 9,684 transfer students entering that year, well exceeding the goal of 75% GL course enrollment for incoming transfers.

AY 2019-20 GL Course Enrollment Totals			
	Number of Students Entering FIU ¹	Number of Entering Students Enrolled in GL Courses	Percentage of Students Entering Who Enrolled in GL Course
FTIC	4,797	4,575	95.4%
Transfers	9,684	8,988	92.8%

Table 3: Number of Students in GL Courses, By Class Status, AY 2019-20

The Global Learning Curriculum Oversight Committee approved 10 new GL courses during AY 2019-20. The committee also undertook 36 Triennial Reviews of GL courses that had been initially designated during either AY 2013-14 or AY 2016-19. Six GL designations were removed from courses by request of the departments due to the fact that they were no longer being taught. Continued interest in the establishment of new GL courses was welcome, as the original QEP projected that in order to enable students to meet the GL requirement, there would not be a need to develop additional GL courses past AY 2011-12. One hundred percent or 72 of FIU's 72 undergraduate programs included one or more GL-designated courses in their degree's program of study.

Program Goal 2: The Office of Global Learning Initiatives will increase internal and external support for integrative global learning. FIU assessed this goal through annual comparisons of student participation in integrative GL activities sponsored or co-sponsored by the OGLI and analysis of results from GLM program exit surveys, GLM program student reflection essays, and the Curriculum and Co-curriculum scales of the GPI.

- *Annual Comparisons of Student Participation:* During AY 2019-20, 2,353 students were enrolled in the GLM, up from 2,026 during the previous academic year. Twenty students were newly enrolled in the PCP program, compared to 18 during the previous year. The OGLI saw robust participation in its sponsored events with 535 individuals attending 22 Tuesday Times Roundtable (TTR) sessions, through March 2020 at both FIU campuses, Modesto A. Maidique and Biscayne Bay. The OGLI hosted 25 additional events, including New York Times Keynote Lectures on immigration, Panther Alumni Week, and Global Learning Virtual Student Hangouts.
- *GLM Program Exit Survey:* Twenty-eight out of 32 spring 2020 graduates who received and completed the survey reported a positive experience. Comments included, "I thoroughly enjoyed

the Global Learning Medallion program as it pushed me to step outside my comfort zone and attend events and meet people from many walks of life with many different perspectives and experiences,” and “This program is very educational, and allows for me to learn outside of the classroom through the various events FIU has to offer. The events have speakers from around the world, and it truly shows how FIU is Worlds Ahead.”

- *GLM Student Reflection Essays:* All graduating GLM students completed a reflection essay as a required component of their ePortfolios. In their reflections, they looked back on the experiences that led them to earn the Excellence in Global Learning Medallion. A recurring theme that appeared across students’ reflections this year was how they plan to continue living as engaged global citizens beyond their undergraduate careers. One student wrote, “I don’t want to limit my services to just one country. I want to do everything within my power to make this world better little by little...Through my personal life and professional career, I will demonstrate my global engagement.” Many students also expressed how they had gained the competence to solve complex problems with diverse others. This is well-illustrated in the words of another student: “These experiences...have also awakened a passion for seeking collaborative solutions by building organizational alliances where people from different countries and cultures can work together to find solutions which can be shared across national boundaries.” Almost all students described how they had developed knowledge of the interrelatedness of people around the world and the attitudes and personal skills to productively interact with others globally. As one student explained, “I have learned through observation that to cultivate bonds throughout the globe it is important to understand what influences others’ points of view and assumptions of the world.” Among the activities that students found most valuable across their global learning journeys were the Tuesday Times Roundtables, student clubs, and internships. This can be seen in the following quote: “I would frequently attend the Tuesday Times Roundtables, where I would be given the opportunity to learn and discuss countless global issues with other like-minded individuals.” Still others, who had won fellowships, described the importance of their research and how it would further the UN SDGs. All told, students’ reflections mirrored a desire to reach out, help others, and make a difference in the world.
- *GPI Curriculum and Co-Curriculum Scales:* Four thousand seven hundred and forty-four graduating seniors responded to the curricular and co-curricular participation questions on the GPI during AY 2019-2020. The OGLI found that on average, seniors graduating in AY 2019-20 participated in GL co-curricular activities while at FIU for 1.17 semesters. This is a significant decline from the rate of participation of AY 2018-19 seniors in GL co-curricular activities (2.50 semesters). This decline may be partly due to the coronavirus global pandemic which forced all university activities to be held online starting in March. The OGLI will closely monitor students’ participation rate in co-curricular activities in the coming year. Additionally, OGLI found a statistically significant difference between the rate of participation of AY 2019-20 seniors in GL curricular activities (2.42) and that of seniors graduating in AY 2017-18 (1.77). This difference demonstrates that integrative global learning is becoming the norm throughout the curriculum and co-curriculum.

Program Goal 3: FIU's OGLI will provide high-quality faculty and staff development workshops designed to advance interdisciplinary, problem-centered global learning. FIU assessed this goal through post-workshop surveys and through focus groups conducted three to six months after the workshops.

- *Survey:* All global learning faculty, instructors, and graduate teaching assistants who had not previously attended the GL Course Design and Instruction Workshop were invited to do so during AY 2019-20. As a result, 44 attended the face-to-face workshop and 26 completed the online version of the workshop. Post-workshop survey results indicated that 82% felt they had a better understanding of global learning, global citizenship, and the GL student learning outcomes. A statement of the value these faculty placed on their having taken the workshop was found in this participant's quote from the open-ended questions portion of the survey: "This is something that will be essential to helping my students fully understand the implications of American History. GL will be able to reinforce concepts in the course and prepare them for global citizenship in a changing world." A slightly smaller percentage of participants felt prepared to develop a global learning course and/or implement a GL course syllabus, assess student learning, and use innovative GL teaching strategies. Additionally, 78% felt they had gained the teaching strategies needed to equip students with knowledge of the interrelatedness of global, international, and intercultural issues, trends, and systems. Many participants expressed their appreciation for the workshop, both of the face-to-face and online modalities. As one participant put it, "I enjoyed the class...[and] I am also looking at some of my lessons and assignments in a different way. The gears are moving in my mind trying to rethink some of the expectations I have for the class and future classes."
- *Focus Groups:* A total of 10 faculty attended the end of semester focus groups in fall 2019. There was a desire among attendees to propose more courses for global learning designation, although some in their departments were not in full support of their proposals. All agreed this might be due to their colleagues misconstruing how global learning could be implemented while retaining their autonomy to determine course content and direct student learning. Participants expressed an interest in implementing more collaborative and innovative teaching strategies, such as student-generated story maps. The conversations included concerns that students need to be aware of ethical considerations when working online with others in college and in their future careers. The diversity of FIU's student population was brought forward by participants as a positive aspect of teaching and learning in their global learning courses. Another point that came out of focus group conversations was that it is important to introduce systems theory to help students understand how societies and complex problems are connected across time.

With the move to fully online and remote teaching, the OGLI decided to deploy a brief, two-question survey rather than host virtual focus groups, asking: "How has your role to guide students' global learning experiences changed this semester?" and "In what ways, if any, did students' global awareness, global perspective, and/or global engagement change this semester?" Seventeen responded to the survey sent to all faculty teaching a GL course during the spring semester 2020. Faculty described how they made adjustments to the number, length, or type of assignments and deadlines for submission, the type of final exam given, and even the focus of critical reflections on students' work. One faculty member described how the transition from in-person to virtual art classes caused her role to change thus: "My role has changed to encourage every possible effort in very different ways. This includes a much more light-handed approach to criticism and commentary on their efforts and a shift in emphasis on what motivates their work. The shift is to ask them to do what they most want to do completely motivated from within." Another had some students incorporate global responses to COVID-19 in their final projects and gave other students, who had experienced personal trauma due to the virus, more personal attention through emails and additional Zoom office hours. Giving more "personal attention to each student's well-being" and being more "thoughtful and compassionate" were themes across faculty responses. Others used the pandemic as a learning opportunity. What was "happening globally only enhanced the global learning experiences for the students," and "made many of our topics more relevant." As one respondent put it: "We have certainly leveraged the present situation to

home in far more explicitly on the basic tenets of GL.... While I know none of us would wish for this situation again, we've certainly been able to make [the most of it]."

Program Goal 4: FIU students will gain proficiency in the knowledge, skills, and attitudes of global citizenship (GL SLOs) over the course of their FIU education. FIU used the GPI as a pretest/posttest measure to estimate the OGLI's overall impact on student learning.

AY 2019-20 GPI Results: Using an independent sample t-test, the OGLI found a statistically significant increase ($***p < .0001$, $**p < .01$, or $*p < .05$) in students' average GPI scores for all scales except cognitive knowing and interpersonal social responsibility. Likewise, using a paired sample t-test for a subgroup ($n=514$) of students who took the GPI as freshmen and as seniors, FIU found a statistically significant increase ($**p < .0001$) in students' average GPI scores for all six scales (see Table 4). These findings are a powerful demonstration that the OGLI's work has a significant positive effect on students' global awareness, perspective, and engagement (see Table 4).

Pretest/Posttest GPI Average Score Results, AY 2010-2020						
GPI Scales	Cohort		Paired Sample: FTIC		Paired Sample: Transfer	
	2013-14 FTIC N = 1561	2019-20 Seniors N = 4744	2011-16 First Year N = 514	2019-20 Final Year N = 514	2011-16 First Year N = 114	2019-20 Final Year N = 114
Cognitive Knowing	3.51	3.43	3.34	3.44 ^{***}	3.34	3.38
Cognitive Knowledge	3.83	4.00 ^{***}	3.67	3.92 ^{***}	3.83	3.92
Intrapersonal Identity	4.17	4.29 ^{***}	3.96	4.20 ^{***}	4.11	4.20
Intrapersonal Affect	3.85	3.94 ^{***}	3.69	3.90 ^{***}	3.81	3.87
Interpersonal Social Responsibility	3.81	3.85	3.66	3.81 ^{***}	3.70	3.70
Interpersonal Social Interaction	3.68	3.80 ^{***}	3.51	3.75 ^{***}	3.58	3.71

^{***} $p < 0.0001$, ^{**} $p < 0.01$, ^{*} $p < 0.05$

Table 4: Pretest/Posttest GPI Average Score Results, AY 2010-2020

Using data from the curricular and co-curricular scales of the GPI, the OGLI conducted a regression analysis to determine the relative influence of various GL strategies on seniors' ($n=4744$) global awareness, perspective, and engagement (see Appendix A). As was found last year, two types of activities were found to be significantly positively correlated with all three GL SLOs and six subscales: courses that include materials or readings on race and ethnicity issues, and, courses that include opportunities for dialogue among students with different backgrounds and beliefs. These findings demonstrate FIU's evolving capacity to facilitate the development of students' global competencies.

In addition, participation in global learning courses was found to be significantly positively correlated with global awareness and global perspective, while FIU leadership programs that stress collaboration and teamwork were found to be significantly positively correlated with global perspective and global engagement. These findings suggest that students' participation in GL courses drives their

development of global awareness and global perspective, which could propel students to become globally engaged through FIU leadership programs.

Use of Results to Facilitate Continuous Improvement

Based on the evolving needs of students, faculty, staff, the *Global Learning for Global Citizenship* initiative, and Next Horizon Strategic Plan (2020-2025), the OGLI proposes the following improvements for AY 2020-21:

Program Goal 1: In light of the COVID-19 pandemic's impact on curricular offerings and student success the OGLI will closely monitor course offerings and student completion rates on a semesterly basis. The OGLI will collaborate with departments and advisors to promote available GL courses and the modalities within which they will be offered. The OGLI will also work with FIU Global Affairs to launch the Global Learning page in the Global Footprint dashboard.

Program Goal 2: To increase internal and external support for integrative global learning, the OGLI will implement a variety of communication and advisement strategies. In particular, the OGLI will focus on increasing the availability of virtual co-curricular opportunities for students. The OGLI will also capitalize on FIU's designation as a UN Millennium Fellowship Campus Hub. The OGLI will utilize the 2020 Millennium Fellowships awarded to 24 FIU students as opportunities for students and their faculty mentors to connect with 80 campuses in 20 countries around the world to build mutually beneficial partnerships and grant proposals. Moreover, to ensure GLM students benefit from attending Tuesday Times Roundtables, beginning in the Fall 2020, students will be required to participate (remotely/in person) in a minimum of four TTRs as a requirement for GLM graduation. Lastly, the OGLI will continue implementing the Alumni Engagement Campaign as a vehicle for alumni development.

Program Goal 3: The OGLI will ramp up publicity and diffusion of GL faculty members' achievements facilitating global learning and students' success online through Faculty Hangouts and/or Brown Bag Workshops; stories in News@FIU; and/or brief promotional videos for web sites and social media. The OGLI will also initiate a continuous improvement process for increasing the completion rate for participants in the online GL Course Design and Instruction Workshop. It will undertake an analysis of AY 2019-20 completion data to establish baselines for rate of and time to completion. Based on survey and observational data and brief interviews with those who have not completed, the OGLI will implement immediate formative improvements for fall 2020 and establish short- and long-term goals for incremental rate increases toward an ultimate stable completion rate of 80% or better. Lastly, the OGLI will explore the feasibility of awarding micro-credentials to faculty for completion of the GL Course Design and Instruction Workshop, coupled with the teaching and assessment of students' global learning in GL courses.

Program Goal 4: On the heels of the success of the OGLI's new GL student research fellowships, this coming year the OGLI staff will serve as research mentors, and students enrolled in the Global Learning Medallion program will be actively encouraged to pursue research for their capstone project. Organizing and promoting discussions and activities on diversity issues will also be a focus of the OGLI this year. Finally, the OGLI will explore the feasibility of awarding micro-credentials to students for their global learning achievements.

References

Landorf, H., and Doscher, S. (2015). Defining global learning at Florida International University. *Diversity & Democracy*, (18)3, 24-25.

Appendix A

Regression Results Examining the Effect of Curricular and Co-Curricular Participation on Global Learning Outcomes for Graduating Seniors, 2019-2020 (N=4744)

	Cognitive Knowing (GA)	Cognitive Knowledge (GA)	Intrapersonal Identity (GP)	Intrapersonal Affect (GP)	Interpersonal Social Responsibility (GE)	Interpersonal Social Interaction (GE)
56. Events or activities sponsored by groups at FIU that reflect your own cultural heritage	-4.305***	3.487***	2.487*	-0.145	2.454**	-0.390
57. Events or activities sponsored by groups at FIU that reflect a cultural heritage different from your own	1.660*	-1.074	-1.454	0.883	-1.001	2.680***
58. Community service activities at FIU	2.641***	-0.652	0.801	1.455	5.577***	1.944*
59. Campus organized discussions on diversity issues at FIU	-1.052	0.468	2.155**	1.458	1.862*	0.564
60. Campus organized discussions on international or global affairs at FIU	0.194	4.574***	-0.405	-1.681*	-1.094	1.282
61. FIU Leadership programs that stress collaboration and teamwork	-1.662	1.035	2.637***	2.667***	1.842*	2.242***
62. Religious or spiritual activities at FIU	-2.184**	-1.529	-0.176	-3.533***	-0.102	-2.636***
63. Study/education abroad programs through FIU	-10.209***	0.119	-1.892*	-6.901***	-3.138***	-1.475
64. Internship programs through FIU	-1.754*	-1.379	-1.173	-2.861***	-1.174	-1.381
65. Undergraduate research with an FIU faculty member	-2.497**	-0.974	-0.632	-1.873***	-1.001	-1.159
66. FIU global learning-designated courses	7.059***	0.841	-1.097	4.860***	0.110	1.148
67. Courses at FIU that include materials/readings on race and ethnicity issues	6.280***	3.316***	2.240**	3.867***	3.149***	2.682***
68. Courses at FIU that include materials/readings on race and ethnicity issues	4.924***	5.715***	5.300***	6.878***	7.374***	7.358***

Reported values are the t-statistic, testing whether the particular coefficient in a linear regression is significantly different than zero

*p < 0.1, **p < 0.05, ***p < 0.01

Yellow = Significant positive effect

Blue = Significant negative effect