



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 courses to enable students to meet the GL graduation 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 provide high-quality faculty and staff development workshops designed to advance interdisciplinary, 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 Curriculum Framework</i> .	<ul style="list-style-type: none"> Annual comparisons of GL course offerings to student enrollment and to projections made in FIU's 5-year QEP Strategic Plan
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. FIU's OGLI will provide high-quality faculty and staff development workshops designed to advance interdisciplinary, 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 2018-19

FIU's OGLI developed in a number of important ways during AY 2018-19. These developments were implemented to address FIU's *BeyondPossible2020* strategic plan, previous years' program goal assessment results, and changes in institutional context.

Making Global Learning Universal: Promoting Inclusion and Success for All Students. In September 2018, *Making Global Learning Universal: Promoting Inclusion and Success for All Students* was published by NAFSA and Stylus Press. Co-authored by OGLI Executive Director Hilary Landorf, OGLI Director Stephanie Doscher, and President of Florida Memorial University Jaffus Hardrick, this book is the story of the efforts, goodwill, fortitude, and hard work that students, faculty, staff, and the administration have exhibited in FIU's continuing global learning journey. The impacts of these efforts are more significant and farther reaching than we ever could have planned for, anticipated, or will know, and are honored in this book.

Landorf and Doscher took part in the following book launch events:

- AAC&U Global Learning and Spaces of Practice Conference, Seattle, October 12, 2018
- Reagan House on the Modesto A. Maidique Campus, FIU, November 1, 2018
- AAC&U Annual Conference, Atlanta, January 24, 2019
- Comparative and International Education Society, San Francisco, April 17, 2019
- NAFSA Annual Conference, Washington, DC, May 28, 2019

Comparative and International Education Society (CIES). In June 2016 the OGLI became home to the Office of the Executive Director (OED) of CIES, the largest and oldest of 47 comparative and international educational societies in the world. OGLI Executive Director Hilary Landorf became the Executive Director of CIES, and the organization committed more than \$400,000 over three years to fund the OED at FIU. Landorf and the OED team of a Managing Director, Communications Coordinator, Finance Assistant, and Operations Assistant produced the following major accomplishments during AY 2018-19:

- Coordination, in concert with President-Elect David Post (Professor, Penn State University) and Indiana University Conferences, of all aspects of the 63rd Annual CIES Conference, which took place April 14-18, 2019 in San Francisco. With the theme, "Education for Sustainability," over **3800 global scholars** from 117 countries participated in a program that spanned five days. Thirty-five sessions occurred concurrently at nearly all times, making it the largest conference in the over 60-year history of the Society. Revenue and expense transactions from the conference exceeded **1.68 million dollars**, another first for CIES.
- Assumption of ownership of the CIES membership system for the first time since the start of the Society in 1956 at New York University. The CIES Finance Director, located at the OED, took the lead over this transition and oversaw the hiring of Florencia Dominguez, who started at the OED as a full-time membership coordinator in October 2018.
- Negotiation of over **85** contracts, including grants, sponsors, exhibitors, advertisers, and reception hosts; renewal of 3-year All-Academic conference proposal system; renewal of 2-year contract with Indiana University Conferences for all aspects of conference planning.

Collaborative Online International Learning (COIL). Twelve COIL courses were taught during AY 2018-19, including eight newly developed courses. FIU faculty in Women's Studies, Biology, Modern Languages, English, Hospitality, Asian Studies, Communication Arts, History, Education, and the Honors College COILed with partners in Brazil, Mexico, Italy, China, and France. Three hundred and eighty-four students participated in COIL courses during AY 2018-19. The OGLI also collaborated with Media Technology Services (MTS) to launch the first annual COIL Leadership Institute, March 4-5,

2019. The event sold out with 30 participants attending from 10 U.S. institutions and two international institutions (Tecnológico de Monterrey in Mexico and Sophia University in Japan). Two Memoranda of Understanding were signed to enable future COIL course development between FIU and University of Ghana and Ecole Supérieure de Commerce et d'Informatique de Gestion in Ouagadougou, Burkina Faso. In June 2019 Stephanie Doscher traveled by invitation to present "Introduction to COIL" workshops to faculty at the Universidad Nacional Autónoma de México Escuela Nacional de Estudios Superiores in Mérida, Yucatán and at the Universidad Autónoma de Yucatán. Doscher also worked with staff in FIU's Center for International Business Education and Research and to distribute Department of Education Title VI grant funds to support the development of new COIL courses to be offered in AY 2019-20.

The Making Global Learning Universal Podcast. On May 19th, 2019, the OGLI released Season 1 of the Making Global Learning Podcast. Produced and hosted by Director Stephanie Doscher, the podcast is a collection of conversations about engaging diverse perspectives, collaboration, and complex problem solving in higher education—on campus, online, in local communities, and abroad. The 11 episodes in the first season, all featuring FIU faculty, are housed on <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. MTS and the Disability Resource Center provided in-kind support for recording and editing episodes and producing transcripts. Doscher worked with FIU's Digital Communications and Design Services units to create the web site and branding. As of September 15, 2019, the podcast has been downloaded 1,200+ times, with listenership in six continents and 20 countries.

Student Internships. The OGLI continued to grow the number of globally-focused internship opportunities available to FIU students and provide enhanced services for successful internship placement, including career coaching and resume review. Forty-three students received globally placements during AY 2018-19. The OGLI forged new partnerships with Emerge Americas, the largest ecosystem transforming Miami into the technology hub of the Americas, and Paper Airplanes and Mojochat, which focus on teaching and learning English around the world. The OGLI continued working closely with the Woodrow Wilson International Center for Scholars, a highly recognized national think tank, and The Washington Center, which helps place students in DC-based internships. Relationships were solidified with the Consulate of Spain and the US Fish and Wildlife Service.

Global Learning Medallion Students. New data suggest that graduating seniors who were enrolled in the GLM have a statistically significantly higher average cumulative GPA than their non-GLM peers. GLM students who graduated in AY 2018-19 had a cumulative average GPA of 3.40, while graduating seniors not pursuing a GLM had a cumulative average GPA of 3.0.

In addition, using an independent sample t-test, the OGLI found a statistically significant increase in students' average GPI scores for all three scales¹. The strongest positive effect was found in the Cognitive Knowledge subscale ($p < .0001$). These findings are strong evidence that the GLM contributes to the development of students' global awareness, perspective, and engagement.

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

¹ The GPI Cognitive domain indirectly corresponds to the global awareness SLO; the Intrapersonal domain indirectly corresponds to the global perspective SLO; the Interpersonal domain indirectly corresponds to the global engagement SLO

originally designed to give faculty 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 2018-19 the OGLI gave students the leadership role in the GL Fellowship and transformed the GL Faculty Fellowship into the GL Student Fellowship. This fellowship provides undergraduates with financial support needed to conduct research and innovative projects that increase their global awareness, global perspective, and global engagement. The fellowship also fosters 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 2018-19, the OGLI awarded the following GL Student Fellowships:

- Engagement Project: "Vikaasha—Developing Hope for Famers in India." Yashaswi Tapadia (International Business, '21), Arquimides Perez-Leyva (Computer Science, '19), and Katelyn Friesen (Accounting, '19) are collaborating to design and build greenhouses and train farmers in hydroponic methods of farming in Runji Guatampura, a town in the Indian State of Madhya Pradesh.
- Research Project: "Economic Development of International Border Cities: A Case Study of El Paso." Ashley Weathers (International Relations & Economics, '21) is collecting data on several economic, social, political, and environmental factors in El Paso, Texas with the goal of analyzing the complex nature of development of a border city in the Trump era.
- Research Project: "Racial Fluency in Miami." Alexandra Ruiz Alvarado (Anthropology, '20) is conducting interviews to map racial discourse within family structures centered in diverse Miami neighborhoods.

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. Emily Morgan (Environmental Science, '22) received the inaugural Rupert L. Lyn Scholarship, which supports her work with the Harimaru Conservation Organization to research current agricultural practices in Sumatra and train local farmers in environmentally sound and sustainable agriculture.

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. Two students received the inaugural Robert V. Farrell Global Learning Scholarship in Sustainable Development. Lauren Zulueta (Nursing, '20) is working with Fighting Against Malnutrition and Anemia, a non-profit organization that provides nutritional food, medical supplies, and education to tackle preventable foodborne diseases in local communities. Amelia Leon (Biology, '20) is completing a sustainable development initiative at the FIU arboretum.

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:

- **Leading Universal Global Learning.** In October 2018, Stephanie Doscher presented a keynote address for the Indiana University–Purdue University Indianapolis Assessment Institute entitled “A Systems Thinking Approach to Assessing All Students’ Global Learning.” In January 2019, Hilary Landorf presented “Ensuring Sustainability and a Transformational impact for Global Learning Initiatives” with Penelope Pynes, Associate Provost for International Programs at the University of North Carolina, Greensboro, and Paloma Rodriguez, Director of the Office of Global Learning at the University of Florida, at the annual Association of International Education Administrators (AIEA) conference in San Francisco, CA. In the same month Doscher and Landorf presented together on ways to communicate the value of universal global learning to diverse audiences at the annual conference of the Association of American Colleges and Universities (AAC&U) in Atlanta. In May 2019, Landorf and Doscher teamed up again to discuss the process of identifying global learning activities at the Global Learning Lab, part of the annual meeting of NAFSA: The Association of International Educators in Washington, D.C. Landorf also presented FIU's seven-component model for making global learning universal at a session on “Building Inclusive Access to Study Abroad at Minority-Serving Institutions” at the NAFSA conference. Finally, *University World News* published Doscher's article, “Why the Future Is Bright for Internationalization,” as the lead of its May 11th, 2019 edition. The piece was a counterpoint to Karin Fischer's report in the March 28th, 2019 edition of the *Chronicle of Higher Education*, “How International Education's Golden Age Lost Its Sheen.”
- **Global Learning Across the Disciplines.** In October 2018, Stephanie Doscher and Micah Oelze, former FIU Visiting Assistant Professor of History, presented “Giving Spaces: Digital Media Innovation for Global Learning” at AAC&U's Global Engagement and Spaces of Practice Conference in Seattle, WA. Doscher presented it again at the AAC&U Annual Conference in January 2019. Also in that month, Doscher presented a workshop for the FIU/Miami-Dade College Humanities Edge Mellon Grant faculty entitled, “Increasing Student Participation in Internships and Activities.” The event presented the many ways in which Humanities students in any discipline can become more engaged by taking advantage of programs offered by the OGLI. As a result of the workshop, OGLI staff presented additional hands-on workshops to students on resume writing and interview skills. On the publishing front, Hilary Landorf co-authored an article entitled, “Global Learning Inspires College-Level Mathematics” with Kelly MacArthur, Assistant Department Chair of Mathematics, and Sabine Klahr, Executive Director of the Office of Global Engagement, both at the University of Utah. The article appeared in the January/February 2019 edition of AAC&U News. OGLI Program Manager Yenisleidy Simon, OGLI Program Coordinator Sherrie Beeson, and FIU Academic Advisor Connie Penczak co-authored a paper entitled, “Closing In on ‘The What:’ STEM Students’ Transformational Global Learning Experiences” that they presented at the Center for International Higher Education Summer Institute in Boston in June 2019.
- **Raising Students’ Voices and Affinity with the University.** As a result of Yenisleidy Simon's consistent outreach and coaching of students, FIU was named a Millennium Fellowship campus by the United Nations with an inaugural cohort of 18 students, 16 of which are GLM program participants. Each Millennium Fellow will complete a local project that advances at least one of the United Nation's Sustainable Development Goals. Through the semester-long process, the FIU participants will convene with other fellows to develop, implement, and measure the impact of their proposed projects. All Millennium

Fellows will receive training, access to a network of alumni and UN connections, and a special recognition. In October 2018, Eric Feldman, Associate Director of Student Success and Academic Programs at FIU in D.C., Global Learning alumni Camila Uzcategui and Danielle Lyn, and Hilary Landorf co-presented a session on “Student Voices on Global Learning” at the AAC&U Global Engagement and Spaces of Practice conference in Seattle, WA. In February, Landorf gave the keynote address at the 2019 Florida Association for International Educators’ annual conference in Miami entitled, “Fostering International Students’ Affinity with the University.” Landorf also wrote “Empowering Student Voice through Global Learning in the Curriculum and Co-curriculum,” published in the Winter 2019 issue of AAC&U’s *Diversity & Democracy*.

- **Collaborative Online International Learning.** Stephanie Doscher and Arden Napier, Instructional Designer in FIU Media Technology Services, presented “Developing Cross-Campus Partnerships for COIL” as part of the AAC&U Global Engagement and Spaces of Practice Conference in Seattle, WA, in October 2018. In January 2019, Doscher and Jon Rubin of COIL Consulting presented a session on “Internationalized Education for All: COIL and Global Learning as Responses to Geopolitical Trends,” at the AIEA conference in San Francisco, CA. Doscher was also one of three presenters of an international webinar sponsored by the Stevens Initiative in Washington, D.C. entitled, “Internationalization and Virtual Exchange.”

OGLI’s Impact on Student Learning and the Environment Supporting Student Learning, AY 2018-19

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 2017-18:

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 2018-19, FIU compared the number of GL-designated courses taught and annual enrollment in these courses to annual entering student enrollment figures. Two hundred and forty-two approved GL courses were available to be offered in AY 2018-19 (fall ‘18, spring ‘19, summer ‘19). Of the 242 GL courses available, 72% or 174 of these were taught during AY 2018-19. A total of 61,670 seats were filled in GL courses. Of the total seats filled, 5221 were filled by first-time-in-college (FTIC) freshmen. This number represented 106.7% of the 4,894 FTIC freshmen that entered during AY 2018-19 (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 33,763 individual students completed GL courses in AY 2018-19.

Transfer students entering FIU in AY 2018-19 filled 8,550 seats in GL-designated courses (see Table 3). This number represented 100.8% of the 8,486 transfer students entering that year, well exceeding the goal of 75% GL course enrollment for incoming transfers.

AY 2018-19 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	4894	5221	106.7%
Transfers	8486	8550	100.8%

Table 3: Number of Seats Filled in GL Courses, By Class Status, AY 2018-19

The Global Learning Curriculum Oversight Committee approved twenty-one new GL courses during AY 2018-19. The committee also undertook 36 Triennial Reviews of GL courses that had been initially designated during either AY 2012-13 or AY 2015-16. Five GL designations were removed from courses by request of the departments due to the fact that they are 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. Ninety-seven percent or 70 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 2018-19, 2,026 students were enrolled in the GLM, up from 1,460 during the previous academic year. Twenty students were enrolled in the PCP program, compared to 55 during the previous year. The OGLI saw robust participation in its sponsored events with 1,089 individuals attending 31 Tuesday Times Roundtable (TTR) sessions, as compared to 829 individuals attending 33 TTR sessions in AY 2017-2018. The average recorded attendance for TTR was 35.1 in AY 2018-19, up 25.12 from the previous year. The OGLI hosted 22 additional events, including New York Times Keynote Lectures on immigration, Changemaker Week events, and Global Learning Chats with returned Peace Corps volunteers.
- *GLM Program Exit Survey:* Eight out of nine students who received and completed the survey reported a positive experience. Comments included, "I am incredibly thankful for the GLM. It pushed me towards trying an array of new things that I had been searching for all my life but did not know how to access" and "I enjoyed every step of it. I was motivated by past students and their efforts to involve themselves. The global learning department constantly filled my email with amazing opportunities and lectures to involve myself with. I will recommend other students to achieve their medallion and I am proud to have accomplished it myself."
- *GLM Student Reflection Essays:* All graduating GLM students completed a reflective essay as a required ePortfolio component. A recurring theme was that students found their own voice, learned how to communicate with diverse others, and acted as advocates for those who may not have yet found their voices. A student wrote, "The global learning program deepened the respect that I had for others and it awakened a voice inside of me...The more events that I went to, the more I realized that my voice did matter." Also, graduates consistently expressed a desire to continue acting as global citizens in the future, seeking careers that will allow them to be globally engaged. Lastly, graduates expressed having greater empathy for others and understanding and appreciating differences. One wrote, "As a global learning student, I have learned to be more empathetic, understating of differing perspectives, and proactive."

- *GPI Curriculum and Co-Curriculum Scales:* Six thousand nine hundred and ninety-five graduating seniors responded to the curricular and co-curricular participation questions on the GPI during AY 2018-2019. The OGLI found that on average, seniors graduating in AY 2018-19 participated in GL co-curricular activities while at FIU 2.50 semesters. This is a statistically significant increase from the rate of participation of AY 2017-18 seniors in GL co-curricular activities (1.20 semesters) and that of seniors graduating in AY 2016-17 (1.27 semesters). Additionally, OGLI found a statistically significant difference between the rate of participation of AY 2018-19 seniors in GL curricular activities (3.08) 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 across AY 2018-19. As a result, 46 participated in the workshop throughout the year. Post-workshop survey results indicated that 98% felt they had a better understanding of global learning, global citizenship, and the GL SLOs. The same percentage felt prepared to develop a global learning course and/or implement a GL course syllabus, assess student learning, and use innovative GL teaching strategies. Perceptions of participants' learning are reflected in the following quote from the open-ended questions portion of the survey: "I think it [GL] can transform a class into something that will be more inspiring to the students and teacher alike. It will also make for more critical thinking in our students." Another participant wrote, "GL seems like the future of learning. It pushes higher order thinking, connecting, questioning, which are essential to create communities that come together to solve problems creatively."
- *Focus Groups:* Thirty faculty members participated in end of semester focus groups. One theme that arose from these discussions regarded assessing students' ability to take on multiple perspectives through authentic tasks, group collaborations, and presentations. One professor shared examples of presentations that included a staged heist, a mock assassination of political opponents such as occurred in the Roman Senate, and a female sportscaster who was ignored by her male counterparts. Another professor had students curate an exhibition for the Frost Museum. A third asked his students to complete a migration mapping project in which they had to discover the answer to the question, "Where did your people come from?" Another theme that emerged was the question of how best to engage students' critical thinking and recognition of multiple perspectives across course topics. In one multi-section course, this was addressed by asking all students to reflect at the end of each module on how the project changed their thinking. In another course, students were asked to connect course topics to a text, a video, and a current local or international event. The following quote provides insight into this challenging aspect of teaching for a global perspective: "Sometimes I think it is like playing an instrument—you [students] need to play it every day. I hope that we at least plant a seed."

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 2018-19 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. Likewise, using a paired sample t-test for a subgroup (n=721) of students who took the GPI as freshmen and as seniors, for the first time 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 2010-2019						
GPI Scales	Cohort		Paired Sample: FTIC		Paired Sample: Transfer	
	2013-14 FTIC N = 1561	2018-19 Seniors N = 4577	2011-16 First Year N = 721	2018-19 Final Year N = 721	2011-16 First Year N = 357	2018-19 Final Year N = 357
Cognitive Knowing	3.51	3.53	3.39	3.54***	3.30	3.44***
Cognitive Knowledge	3.83	4.02***	3.58	3.97***	3.77	4.04***
Intrapersonal Identity	4.17	4.27***	3.88	4.22***	4.08	4.32***
Intrapersonal Affect	3.85	3.97***	3.63	3.95***	3.76	3.94***
Interpersonal Social Responsibility	3.81	3.86*	3.63	3.85***	3.74	3.90**
Interpersonal Social Interaction	3.68	3.82***	3.46	3.77***	3.58	3.86***

***p<0.0001, **p<0.01, *p<0.05

Table 4: Pretest/Posttest GPI Average Score Results, AY 2010-2019

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=4577) global awareness, perspective, and engagement (see Appendix A). For the first year since running these analyses, three types of activities were found to be significantly positively correlated with all three GL SLOs: events or activities sponsored by groups at FIU that reflect a cultural heritage different from one's own, 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, and the *Global Learning for Global Citizenship*

initiative itself, and in anticipation of the launch of the Next Horizon Strategic Plan (2020-2025), the OGLI proposes the following improvements for AY 2019-20:

Program Goal 1: This goal will be revised to read that the OGLI will “increase the availability of GL-designated courses that support students’ academic, research, civic, and career success.” To achieve this goal, the OGLI will utilize data from the GLM and PCP programs and the GoGlobal Scorecards to identify gaps in course availability and opportunities to build on departmental and academic program momentum. The OGLI will work with program leaders, advisors, and faculty to develop thematic clusters of courses that support students’ ability to attain GL graduation honors, participate in innovative research and creative activities, and graduate on time. Some of these clusters will be aligned with preeminent and emerging preeminent programs. This goal will be evaluated developmentally, utilizing multiple sources of feedback to design meaningful and useful measurement targets.

Program Goal 2: This goal will remain the same. 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 capitalize on FIU’s new designation as a United Nations Millennium Fellowship Campus Hub. The OGLI will utilize the 2019 Millennium Fellowships awarded to 16 GLM students as opportunities for students and their faculty mentors to connect with 69 universities in 16 countries around the world to build mutually beneficial partnerships and grant proposals.

Program Goal 3: This goal will be revised to read that the OGLI will “increase support for GL faculty innovation and productivity through interdisciplinary and interrelated teaching, research, and engagement activities.” The Office will continue to utilize COIL as a vehicle for achieving this goal, as it has proven a highly successful method for doing so over the past year. In response to participants’ comments, the OGLI is developing an online GL workshop specifically designed for those who teach GL courses online. Review of the post-workshop surveys also resulted in the OGLI updating the format of the workshop to include more time for participants to consider what a “good global learning problem” is. As one participant pointed out, “Thinking about the [GL] problem as the spine of the course is a real ‘ah-ha’ experience.”

Program Goal 4: This goal will also remain the same, as students’ achievement of the FIU graduation-level GL SLOs is the driving mission and purpose of *Global Learning for Global Citizenship*. In addition to continuing with activities already underway, given our finding that leadership programs that stress collaboration and teamwork were found to be significantly positively correlated with global perspective and global engagement, the OGLI will increase student pathways to leadership development opportunities.

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, 2018-2019 (N=4577)

	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	-5.789***	1.672*	1.945*	-1.333	1.911*	-1.707*
57. Events or activities sponsored by groups at FIU that reflect a cultural heritage different from your own	4.952***	2.307**	2.280**	4.440***	1.701*	5.614***
58. Community service activities at FIU	0.869	-1.713*	-0.079	-0.660	2.778***	-0.938
59. Campus organized discussions on diversity issues at FIU	-1.768*	1.628	1.035	-0.755	2.542**	1.558
60. Campus organized discussions on international or global affairs at FIU	-1.624	3.305***	-1.996**	-0.287	-1.487	1.251
61. FIU Leadership programs that stress collaboration and teamwork	-0.114	0.420	3.767***	3.458***	2.127**	2.777***
62. Religious or spiritual activities at FIU	-5.401***	-1.360	0.192	-4.901***	0.773	-1.394
63. Study/education abroad programs through FIU	-10.181***	-0.850	-4.350***	-8.354***	-6.232***	-3.123***
64. Internship programs through FIU	-3.792***	-1.742*	0.569	-1.352	0.487	-1.069
65. Undergraduate research with an FIU faculty member	-0.564	-0.150	-0.351	-2.656***	0.154	-0.706
66. FIU global learning-designated courses	10.524***	0.246	0.587	6.693***	0.949	0.989
67. Courses at FIU that include materials/readings on race and ethnicity issues	7.579***	3.519***	1.784*	4.420***	4.768***	4.459***
68. Courses at FIU that include materials/readings on race and ethnicity issues	6.383***	7.393***	4.704***	6.308***	5.666***	6.181***

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