

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



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HILARY LANDORF, ASSISTANT VICE PRESIDENT

CONNIE PENCZAK, ASSISTANT DIRECTOR

MICHELLE ZALDIVAR, ASSISTANT DIRECTOR

EXECUTIVE SUMMARY

Global Learning for Global Citizenship is the centerpiece of internationalized teaching and learning at Florida International University (FIU). The purpose of this initiative 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.

Global learning is the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders and engaging in actions that promote collective well-being (Landorf & Doscher, 2023). 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 problem solving on issues that concern us all. 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 success of this initiative 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 graduation requirement; (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 global awareness, global perspective, and global engagement during their FIU education. FIU has developed assessments for each of the program goals. Program goal assessment data is used to identify areas of improvement 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 *Global Learning for Global Citizenship*. 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. The budget for this initiative is now approximately \$600,000 per year.

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, and its [Experience Impact 2030 Strategic Plan](#)

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 graduation requirement.	• <i>Annual comparisons of GL course offerings to student enrollment</i>
2. The OGLI will increase internal and external support for integrative global learning.	• 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.	• GL Faculty/Staff Workshop evaluations • Focus groups conducted 3-6 months after workshops
4. FIU students will gain proficiency in global awareness, global perspective, and global engagement during their FIU education.	• 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.	• 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.	• GPI, Intrapersonal-Identity and Intrapersonal-Affect scales
Global Engagement: Students will demonstrate willingness to engage in local, global, international, and intercultural problem solving.	• GPI, Interpersonal-Social Interaction and Interpersonal-Social Responsibility scales

Table 2: GL SLOs and Assessments

Significant OGLI Developments, AY 2025-2026

FIU's OGLI developed in a number of important ways during AY 2025-2026. These developments were implemented to address FIU's strategic plan, previous years' program goal assessment results, and changes in institutional context.

Program Goals and Assessment Measures. During summer 2026, the OGLI engaged in a team retreat to realign our program goals to institutional changes, particularly the removal of GL-designated courses as one of the graduation requirements for undergraduates. Accordingly, the team revised the language of three of our program goals and assessments. The previous and revised program goals are as follows:

	New, 2026-2027	Previous
Goal 1	The OGLI will facilitate availability of GL designated courses in the curriculum	FIU will provide a sufficient number of GL designated courses to enable students to meet the GL graduation requirement.
Goal 2	The OGLI will facilitate internal and external support for integrative global learning	The OGLI will increase internal and external support for integrative global learning.
Goal 3	The OGLI will support faculty engagement in GL curriculum, research, and activities	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.
Goal 4	FIU students will gain proficiency in global awareness, global perspective, and global engagement during their FIU education.	(No Change) FIU students will gain proficiency in global awareness, global perspective, and global engagement during their FIU education.

Fellowships. The **GL Student Fellowship** program 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, staff, and community members.

The GL Student Fellowship consists of two tracks: Research and Engagement. The OGLI awarded the following 2026-2027 GL Student Fellowships:

- **Engagement:** "CivicTech Connect"; Lynn-Shelsie Antoine (Computer Science; Summer 2027). Goal: To raise awareness and understanding of the ways that public policy, government and technology interact in today's interconnected world.
- **Research:** "Tough on Crime: A Comparative Analysis of Venezuela's Prison Systems"; Isabella Lorenzo (Psychology, Spring 2027). Goal: To analyze multiple aspects of the U.S. prison system, determining if it meets global ethical and moral standards while achieving true deterrence in crime."

The **Millennium Fellowship**, a collaboration between the Millennium Campus Network and United Nations Academic Impact (UNAI) program, named FIU a Millennium Fellowship Campus for the seventh year in a row.

The Fall 2025 cohort was comprised of 10 students. In addition to participating in weekly knowledge-building and networking sessions with Millennium Fellows from around the world, each Millennium Fellow completed a local project that addressed one of the United Nation's Sustainable Development Goals (SDGs) and the UNAI principles. This past year, the majority of the FIU Millennium Fellows pursued a collaborative project titled 'Breaking the Digital Divide'-- a 10-week virtual education initiative that connected FIU students with youth and women from the Gihon Women Empowerment Center in Kenya to promote shared learning, cultural exchange, and access to quality educational opportunities. In addition, the FIU Millennium Fellows convened virtually with other Fellows throughout the semester to develop, implement, and measure the impact of their projects. Fourteen students were selected to participate in the Fall 2026 Millennium Fellowship cohort.

New York Times Speaker Series. As part of the New York Times Speaker Series, Pulitzer Prize-winning journalist Carlos Lozada delivered an engaging presentation on the defining moments that shaped his career in political journalism. In his session, "Defining Moments: Building a Career in Political Journalism," Lozada shared insights from his experience at The New York Times, The Washington Post, and Foreign Policy, highlighting the importance of mentorship, resilience, intellectual curiosity, and the choices that contribute to a meaningful career in journalism. As part of his visit, Lozada also engaged with students in Communications and Journalism classes at the Modesto A. Maidique Campus and Biscayne Bay Campus, providing students with opportunities to connect with him and learn from his professional experiences.

Transformation Contest. The Transformation Contest is an opportunity for all undergraduates to share a transformational global learning experience in any artistic or informational media they choose. The winners of this contest participate in an all-expense paid Washington, D.C. Fly-In, where they meet and network with leaders in federal government agencies, think tanks, and non-profit organizations. This year, four Transformation contest winners accompanied the OGLI Sr. Coordinator Jhonery Mendoza-Farjun to Washington, D.C. for three full days of activity. Through their experiences in Washington, D.C., students explored how global learning shapes their academic and professional goals while inspiring them to become leaders, advocates, and engaged global citizens. The experience encouraged them to connect their personal interests and perspectives to broader global issues and consider how they can use what they learn to make a positive impact in their communities.

Student Internships. The OGLI continued to support students' pursuit of globally-focused internship opportunities and provided enhanced services for successful internship placement, such as career coaching, and resume review. GLM students completed **30** globally focused internships during AY 2025-2026. Collectively, students completed internships spanning nonprofit leadership, international business, public policy, healthcare, sustainability, engineering, education, technology, and community development. Notable experiences included coordinating food distribution efforts for vulnerable populations through Project Downtown; developing an AI-powered mental health support chatbot for immigrant and Asian women with OptionsMD; supporting international trade missions with Interamerican Alliance; conducting foreign policy research at the U.S. Department of State; contributing to legislative initiatives within the Mexican Congress; and promoting environmental stewardship through FIU's Office of Sustainability.

Faculty Book Groups. In collaboration with the Center for the Advancement of teaching, Michelle Zaldivar led the development of a new Faculty Reading Group, *Conversations in Global Learning*, engaging 14 faculty participants over 9 meetings. Each semester cohort was led by an experienced Global Learning Faculty Fellow. Elizabeth Anderson, Associate Professor of Earth and Environment led the Fall 2025 cohort, and Jeanette Smith, Associate Professor of Religious Studies and Director of COIL, led the Spring 2026 cohort. The Fall cohort, *Teaching Together for a Global Perspective*, centered on Jennine Caps Cruet's *Make Your Home Among Strangers* and discussions about the student experience and belonging. The Spring cohort, *Crossing Disciplines and Borders*, centered around a collection of articles about ways of knowing and

advancing global learning in the classroom and conversations about practices of globally informed, cross-disciplinary teaching.

Alumni Initiatives. During AY 2025-2026, OGLI rebuilt and expanded alumni initiatives. The OGLI student programming team created a LinkedIn group that connects alumni of our signature programs such as the Global Learning Medallion, the Peace Corps Prep, and the Foundations in Interdisciplinary in Global Learning Research micro-credential. The LinkedIn group currently has over 50 alumni members. In addition, the OGLI partnered with FIU in D.C. to present at the annual Student Leadership Summit, which hosted 322 students at FIU's MMC Campus on January 31, 2026. A panel comprised of three Global Learning Medallion alumni discussed the impact of their GL experiences on their careers. To expand student engagement opportunities, Global Learning Student Programs launched its first virtual Alumni Fireside Chat, bringing together three Global Learning alumni from distinct fields to share reflections on the value and long-term benefits of their global learning experiences. Through candid discussion, mentorship, and resource sharing, alumni provided current students with actionable guidance for maximizing their participation in the Global Learning Medallion program. With 56 students participating, the pilot successfully established a scalable model for fostering cross-disciplinary networking, peer mentorship, and career-informed learning.

Tuesday Times Roundtable – Bilingual Sessions (English and Spanish). Senior Program Coordinator, Jhonery Mendoza-Farjun featured three bilingual, Spanish and English sessions of Tuesday Times Roundtable in AY 25-26 with a total attendance of 78. Two sessions were held in the Fall semester to celebrate Hispanic Heritage Month, highlighting culture, education, and community, and one session was held in the Spring in collaboration with the department of Modern Languages, highlighting creativity and expression across languages and mediums.

Peer Mentorship Program. Assistant Director, Rola Zahr, developed and launched the G1Y Peer Mentorship Program for incoming Global First Year students. The program trained 18 peer-mentors to support 26 mentees. Mentors received coaching and training from G1Y staff and were assigned two mentees each. Throughout the semester, mentors provided guidance, support, and regular outreach to help new international students by enhancing their sense of belonging and engagement within the FIU community.

GivePulse Student Outreach. In partnership with the Center for Leadership and Service, the OGLI student programming team established a subgroup on FIU's GivePulse—a university wide platform that tracks and connects students to community engagement opportunities. Becoming a part of GivePulse resulted in improved monitoring of Peace Corps Prep students' activities and providing an additional platform for Global Learning Medallion students to find capstone and activity opportunities.

FIU Global First Year (G1Y). G1Y, a collaboration between Florida International University and Shorelight, provides international students with exclusive admissions services, academic and language support, and career growth opportunities. Since January 2023, Dr. Hilary Landorf has been FIU's Academic Director of G1Y. In this role she serves as the academic liaison between G1Y and FIU, establishing connections, initiating activities, and helping to resolve issues as they arise. As the relationship between Global Learning Initiatives and G1Y matures, the OGLI reports on student enrollment and engagement data in support of this partnership.

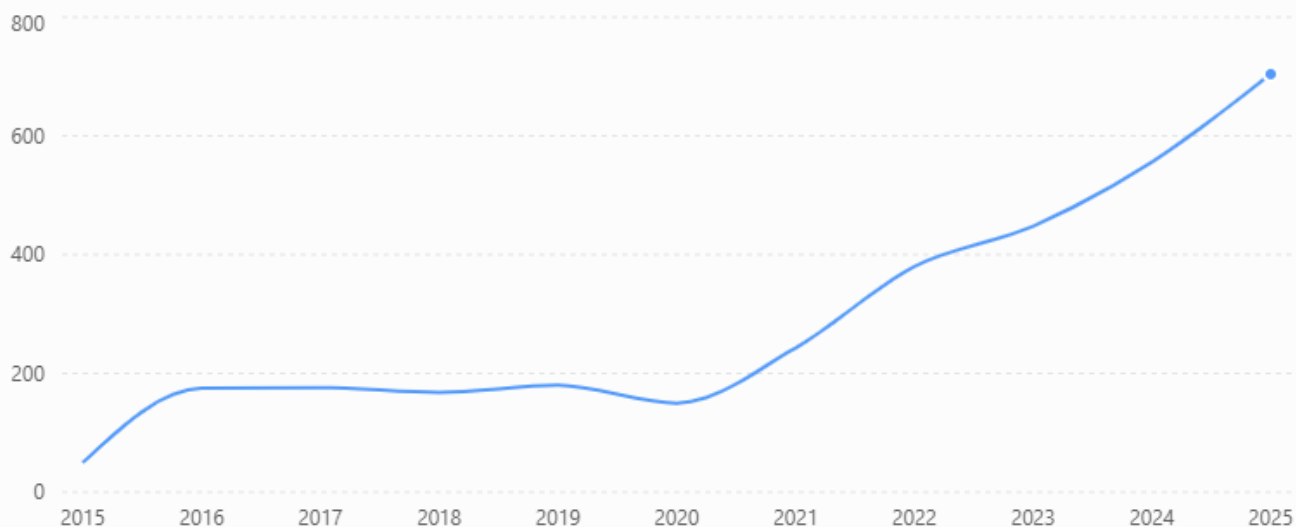
Enrolled G1Y Students 2015 – 2025	
Calendar Year	G1Y Students Enrolled (spring, summer, fall)
2015	50
2016	175
2017	176

2018	168
2019	180
2020	150
2021	243
2022	380
2023	448
2024	556
2025	704

Table 5: Global First Year enrolled students 2015-2025 by calendar year.

G1Y Student Enrollment (2015–2025)

Annual G1Y student enrollment across the spring, summer, and fall terms.



GL In the News. The OGLI was featured seven times in FIU News and Global Learning News, with coverage highlighting student experiential learning, faculty development, alumni engagement, and community-connected programming. Published stories reflected the breadth of global learning across FIU, including experiential opportunities, pedagogical innovation, and high-profile engagements that connect academic work to broader conversations in international education.

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.

Awards. In December 2025, Hilary Landorf received the Distinguished Global Scholar Award from the International Assembly of the National Council for the Social Studies at their 105th Annual Conference, held in Washington, D.C. This prestigious award is bestowed every three years "upon a leading scholar in global and

international education ...based on evidence of extensive scholarship in the field and active engagement of educational stakeholders in promoting global and international education.” In January, Dr. Landorf was elected as the Fiscal Chair and member of the National Academy of International Education’s Executive Leadership Committee. She will serve in this role for two years. In May, Dr. Landorf was also recognized as an AAC&U Senior Scholar, Office of Global Citizenship and Careers, for the sixth consecutive year. In February, the OGLI Assistant Director Rola Zahr received a Leadership Award from the Florida Association for International Education.

Shaping the Discourse on Global Learning and International Education.

In AY 2025-26, Hilary Landorf advanced the national and international discourse on global learning and international education through a series of scholarly contributions and engagements with leading organizations in the field. These included: serving on the panel, “Global Academic Exchange in a Changing Higher Education Policy Landscape” at the Fulbright Commission’s annual conference in Miami, FL in October, and serving on the virtual panel, “From Local to Global: Tackling California’s Grand Challenges Through Global Learning,” at the University of California Systemwide Academic Congress, *Shaping Global Futures: International Education in the California Context*, in June 2026. Complementing these engagements, Landorf contributed to the [Global Citizenship Education Interview Series](#) podcast with an episode on “Global Learning as a Collaborative Process: Perspective Taking and Collective Responsibility” in January and authored an article in *Horizons in Adult Education and Human Resource Development* titled, *Discovering our purpose and holding onto our values*.

Dr. Landorf spoke about value-driven global learning in her keynote address, “Finding our North Star Amidst Uncertainty,” to the International Assembly at the National Council for the Social Studies annual conference in Houston, TX in December, and in her presentation, “Defining, Promoting, and Reinforcing Core Values in International Education,” with colleagues Hilary Kahn, Indiana University Associate Vice President for International Affairs and Douglas Proctor, Senior International Officer at York University, at the *Association of International Education Administrators’ (AIEA)* annual conference in Washington, D.C. in February. Landorf also co-authored with graduate student Mivheal Tetteh, *From Ghana to the moon: How study abroad shapes global citizens*, published in *The Forum on Education Abroad News* in May. These contributions position FIU’s Global Learning Initiatives as an active voice in shaping and amplifying contemporary conversations on global learning.

Designing and Scaling Global Learning Across Contexts.

The OGLI team advanced the translation of global learning into institutional design and practice through presentations and publications that shared scalable global learning frameworks and strategies for integration across contexts. Connie Penczak and Jhonery Mendoza-Farjun presented “Global Learning in Action: Building Career-Ready Skills Through Co-Curricular Programs” at the National Association of International Educators (NAFSA) Region VII conference in Jackson, MS in November, highlighting approaches that connect co-curricular engagement with career readiness and global workforce competencies. Michelle Zaldivar presented “Making Global Learning Work Across Classrooms, Campuses, and Communities” at the Association of American Colleges & Universities (AAC&U) Global Learning virtual conference in November, focusing on intentional program design and communication strategies to build sustainable, interdisciplinary communities in global learning. Zaldivar also authored *Faculty Development through Strategic Partnerships at FIU* in *Global Learning News* in August, documenting a collaboration with the Writing Across the Curriculum program to strengthen faculty capacity for designing authentic, outcomes-aligned global learning assignments. Finally, in collaboration with Department of Modern Languages colleagues Drs. Eugenia Fernandes and Jose Morcillo Gomez, Hilary Landorf presented “Revitalizing Language Study through Global Learning Integration” at the

AAC&U Global Learning virtual conference in November, contributing to field-level conversations on embedding global learning within disciplinary curricula. Together, these contributions document adaptable, sustainable approaches to institutionalizing global learning across classrooms, programs, and institutional structures.

Engaging Students, Faculty, and Communities in Global Learning Practice. The OGLI team continued to connect global learning to experiential programming, applied learning opportunities, and collaborative engagement with students, faculty, and community partners. Connie Penczak wrote the article, “Students expand global horizons through summit,” published in *FIU News* in October, highlighting the Global Reach Student Summit and its role in connecting students with global organizations, alumni, employers, and scholarship opportunities to expand their international engagement and leadership skills. Penczak also authored the article, “Business professor honored for student-led project to empower women in India,” published in *FIU News*, showcasing a global learning-affiliated professor who received the 2025 Changemaking Education Award from the South Florida Peace Corps Association for his leadership of a student-led initiative linking international business education with community impact and cross-cultural collaboration in a rural village near New Delhi. Rola Zahr presented “You Belong: Lessons from a People-Centered Partnership” at the Florida Association for International Education (FAIE) annual conference in Miami in February, sharing strategies for enhancing international student retention and belonging through a collaborative, people-centered approach. Finally, Hilary Landorf, together with Jhonery Mendoza-Farjun, contributed to the poster “Empowering Students and Educators to Advance SDGs Through UN Engagement” at the National Association of International Educators (NAFSA) annual conference in Orlando in May, illustrating how global learning initiatives across institutions connect students and educators to the United Nations Sustainable Development Goals. Together, these contributions demonstrate how global learning is enacted and deepened through practice, partnership, and engagement across multiple audiences and contexts.

OGLI's Impact on Student Learning and the Environment Supporting Student Learning, AY 2025-26

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 2025-26:

Program Goal 1: FIU will provide a sufficient number of GL-designated courses to enable students to meet the GL graduation requirement. In order to determine whether FIU was adequately accommodating all students subject to the undergraduate GL graduation requirement during AY 2025-26, FIU compared the number of GL-designated courses taught and annual enrollment in these courses to annual entering student enrollment figures. Three Hundred and Four (304) approved GL-designated courses were available to be offered in AY 2025-26 (fall '25, spring '26, summer '26). Of the 304 GL courses available, 70% or 214 of these were taught during AY 2025-26. A total of 61,232 seats were filled in GL courses. Of the total seats filled, 4,304 were filled by first-time-in-college (FTIC) freshmen. This number represented 66.2% of the 6,498 FTIC freshmen that entered during AY 2025-26 (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 33,301 individual students completed GL courses in AY 2025-26.

Six thousand six hundred fifty-seven transfer students entering FIU in AY 2025-26 enrolled in GL-designated courses (see Table 3). This number represented 78.4% of the 8,487 transfer students entering that year, exceeding the goal of 75% GL course enrollment for incoming transfers.

AY 2025-26 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	6,498	4,304	66.2%
Transfers	8,487	6,657	62.7%

Table 3: Number of Students in GL Courses, By Class Status, AY 2025-26

Also of note, are the number of students who enrolled in more than one GL course during AY 2025-26: 9,260 students enrolled in 2 GL courses; 4,270 students enrolled in 3 GL courses; 1600 students enrolled in 4 GL courses; and, 748 students enrolled in 4 or more GL courses. These numbers attest to students' appreciation for global learning in the curriculum.

The Global Learning Curriculum Oversight Committee approved 16 new GL courses during AY 2025-26. The committee also undertook 39 Reviews of GL courses. Three GL designations were removed from courses by request of the relevant academic departments.

Program Goal 2: The Office of Global Learning Initiatives will increase internal and external support for integrative global learning. FIU assesses this goal by reviewing student engagement in integrative GL activities sponsored or co-sponsored by the OGLI, and analysis of program feedback and reflections from participants in the Global Learning Medallion (GLM) program, the Peace Corps Prep (PCP) program, Foundations of Interdisciplinary Global Learning Research Microcredential, and Tuesday Times Roundtable series.

Annual Evaluation of Student Engagement and Programming. During AY 2025-2026, we refocused efforts on student led programming, while organizing and hosting a select number of key events ourselves. Among the key events was the second annual Global Learning Fair, which exposed almost 100 students to departments and clubs that feature global learning activities throughout the university. Other collaborative initiatives included departments and organizations such as FIU Global, the Student Government Association, the Women's Center, Vietnamese Student Association, the Center for Leadership and Service, FIU in D.C., and the International Business Honor Society. Overall, the OGLI partnered on 13 events this past year. Event themes ranged from cultural celebrations to community engagement, leadership development, and student success. Altogether, approximately 1050 students engaged in GL programming outside of our Tuesday Times Roundtable series.

Tuesday Times Roundtable. The Tuesday Times Roundtable continued to serve as a dynamic forum for dialogue, critical thinking, and global engagement throughout the year. In partnership with The New York Times, the series connected students, faculty, staff, and community members through thought-provoking discussions on contemporary issues aligned with the United Nations Sustainable Development Goals (SDGs). Across 19 sessions—13 in-person and 6 virtual events—the series engaged almost 500 participants, fostering interdisciplinary learning and meaningful conversations on pressing global challenges.

A hallmark of the series was the variety of speakers and topics, which provided participants with fresh perspectives and real-world insights. Sessions featured experts, authors, practitioners, and youth leaders who encouraged active dialogue and audience participation. The blend of global issues, personal storytelling, and interactive discussion created an engaging learning environment that strengthened attendees' understanding of complex social, economic, and environmental challenges.

This past academic year, participant feedback underscored the impact of the series' perspectives, engaging format, and relevance to contemporary global issues. Attendees frequently highlighted the variety of guest speakers and the strong connection between *The New York Times* content, Global Learning initiatives, and the United Nations Sustainable Development Goals. Participants valued informative presentations that introduced new ideas and broadened their understanding of current events, including sessions that explored the stories behind published works and the messages speakers hoped to convey to their audiences. Many appreciated the opportunity to engage directly with speakers, noting their openness to responding to questions and willingness to foster meaningful dialogue. Students also expressed enthusiasm for sessions that elevated youth perspectives and addressed challenges facing young people—including educational barriers and peer support—and encouraged the sharing of experiences. The interactive nature of the roundtables promoted networking and connections across departments and disciplines, while the guest lectures consistently provided fresh insights and new perspectives on real-world issues.

Global Learning Medallion Reflections. Approximately 200 students joined the GLM program this academic year, contributing to a total of 500 students who were actively engaged in GLM activities in pursuit of the GLM Graduation Distinction. A total of 34 students received the GLM distinction in AY 2025-26, and 6 students received a certificate for having demonstrated excellence in one or more of the program requirements. All graduating GLM students completed an ePortfolio as part of the requirements to qualify for the Medallion. The purpose of the ePortfolio is to allow students to critically reflect on their experiences, specifically through a reflection essay, with respect to the global learning outcomes: global awareness, global perspective, and

global engagement. They are also encouraged to include a call to action for themselves to incorporate their global learning experience into their future.

Based on the reflections this past year, students in the Global Learning Medallion program consistently describe a transformative educational experience that broadened their understanding of global issues and cross-cultural perspectives while fostering both personal and professional growth. Many students emphasized the program's ability to connect classroom learning with real-world challenges through study abroad, internships, community engagement, and reflective learning experiences. that extends far beyond traditional coursework. Others described gaining confidence in unfamiliar environments and learning to collaborate effectively with people from different backgrounds. International experiences in countries such as Japan, Spain, Portugal, Thailand, Dubai, Kenya, and Taiwan helped students recognize that solutions to global challenges must be adapted to local contexts and informed by diverse perspectives.

Students also developed a strong understanding of interconnected global and local issues. Reflections frequently referenced sustainability, healthcare, human rights, immigration, economic inequality, diplomacy, and social justice. Through these experiences, students learned that global challenges are not distant problems but realities that affect local communities. One student noted that they came to understand that "what happens in one place is rarely isolated—it is usually part of a larger global network." Perhaps most importantly, students demonstrated a commitment to active engagement. Rather than viewing global learning as simply acquiring knowledge, they described it as a call to action through service, advocacy, leadership, research, and community involvement. As one participant stated, "Global learning is not passive. It means showing up, asking questions, being open to discomfort, and taking initiative." Another reflected that "Global learning is not a one-time experience—it's a mindset that I'll carry with me for life."

Collectively, these reflections show that the Global Learning Medallion program helps students become culturally aware, socially responsible, and professionally prepared global citizens who are equipped to engage thoughtfully and effectively in the world at large.

Peace Corps Prep Reflections. The Peace Corps Prep (PCP) Program continues to provide FIU students with meaningful opportunities to develop the skills, experiences, and commitment needed for impactful service at home and abroad. During the 25-26 academic year, 26 students actively participated in the program, five students earned the Peace Corps Prep Certificate, and three students applied and were admitted to the Peace Corps, demonstrating the program's strong pathway to international service. Through collaborative events with Peace Corps recruiters and Returned Peace Corps Volunteers, monthly newsletters highlighting leadership and sector-specific opportunities, and individualized advising, students received comprehensive support throughout their PCP journey. These experiences helped participants connect their academic studies with hands-on community engagement, leadership development, and career exploration.

Student reflections underscore the program's transformative impact. One participant shared, "I learned how to monitor my time and commitment to everything I did at FIU. I grew while learning what I truly want to do." Another highlighted the value of personalized support, noting, "I was glad that there is a newsletter reminding me of things, as well as generous availability to schedule sessions with Connie and Jhonery." Students also emphasized how PCP strengthened their confidence and sense of purpose, with one certificate recipient reflecting, "This experience has not only prepared me academically and professionally, but it has also inspired my commitment to meaningful service and global impact." Across all reflections, one common theme emerged: the Peace Corps Prep Program equips students with the practical experience, cultural awareness, leadership skills, and service-oriented mindset necessary to make a lasting difference in their communities and beyond.

Foundations of Interdisciplinary Global Learning Research Microcredential. In 2025–2026, the Foundations of Interdisciplinary Global Learning Research Microcredential continued its reach and impact, awarding credentials to 19 graduate students from 11 academic programs across the university. Through interdisciplinary collaboration, globally informed research, and critical reflection, students emerged with a deeper understanding of their roles as scholars, professionals, and responsible citizens. Students' final assignment asks them to reflect on how the experience of this program will impact their personal, academic, and/or career path. Students consistently highlighted the value of working across disciplines to expand their thinking and refine their research. The opportunity to engage with peers from different academic and cultural backgrounds helped them see their own work in new ways. As one student reflected, "Involvement in this microcredential taught me how to think beyond disciplinary boundaries to recognize broader social and historical forces and how they intersect to form unique influences on my populations of research. Beyond academic growth, students emphasized the importance of conducting research that is relevant and responsive to our globalized world. Participants learned to ask more critical questions, consider multiple perspectives, and communicate the broader significance of their work. As one participant noted, "Understanding how global systems interact has strengthened my interest in building a career that integrates research, policy, and international practice."

Program Goal 3: FIU's 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.

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 2025-26. We hosted one face-to-face and eleven virtual workshops attended by 61 participants (OR - 3 and 58 participants respectively).

Post-workshop survey results indicated that 100% of participants felt they had a better understanding of the concepts of global learning and global citizenship. 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: "To me, global learning means more than acquiring knowledge about other place, it is about engaging with real issues that connect our world. It nurtures empathy, broadens perspectives, and empowers students to act responsibly both within their local communities and across borders." Additionally, 95%, of participants strongly agreed they had a better understanding of the global learning student learning outcomes. 100% felt prepared to teach a global learning designated course, and that 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, in both the face-to-face and online modalities. As one participant put it, "One aspect of the workshop that worked especially well was the opportunity to engage in small-group discussions where participants shared a variety of real teaching experiences related to global learning. Hearing concrete examples from colleagues across different disciplines made the concepts more tangible and relevant. The small-group format encouraged open dialogue and reflection, and the feedback and suggestions offered by other participants were constructive and practical. This exchange of ideas helped me think more critically about my own teaching practices and identify specific areas where I can improve the integration of global learning into my courses."

Focus Groups. A total of 49 faculty attended the end of semester focus groups in Fall 2025 and Spring 2026. Participants expressed a desire to reaffirm the values and impact of global learning on student learning as Artificial Intelligence and geopolitical concerns quickly change. Professors report that applied, experiential, and interdisciplinary strategies, such as COIL, real-world case studies, and local-global connections, made gl tangible and meaningful for students. As one professor shared "Students know they need to prepare for challenges. One topic is 'tariffs', we explore them from the perspective of different areas of the world, and they look at the impact to companies, and students are very interested, since they know the topic is very real, they need to be ready to know how they can assist." Participants shared that global learning helped their students broaden their worldviews often increases in their curiosity and personal and professional relevance because "The problems became more grounded and realistic to perceive."

Faculty are actively finding ways to adapt to increased use of AI and finding new and creative ways to redesign assignments and classroom practices around its use. They are emphasizing personal, reflective, and process-oriented assignments, so students "show what they think" and use AI responsibly. This emphasis on critical thinking and making connections across local and global contexts, disciplines, and lived experience has become central to many participants' approaches to teaching with AI and is grounded in their teaching of global learning. As one professor shared, "To me it's very important to have the students connect the dots on their own. GL gives a broader vision to understand better how the impact of things are connected. Building the connections... I love to make my students discover that any little thing happening every day is making an impact."

Faculty continue to observe the impact of the global learning student learning outcomes as iterative, where development in one area unlocks expanded thinking in another, as one professor shared, "All three marry in

my course, although they're becoming more aware, it's changing their perspective and opening them up to health care in other places. As nurses, we are the advocates, but it's opening up an awareness of health policy and how nurses can be instrumental in that. There's no sequence." They also identify Global Perspective as being the most challenging learning outcome for students. One participant shared, "People always have their biases and always will, getting them [students] to understand what and why other people understand" is challenging for students to achieve.

Program Goal 4: FIU students will gain proficiency in global awareness, global perspective, and global engagement during their FIU education. FIU used the GPI as a pretest/posttest measure to estimate the OGLI's overall impact on student learning.

AY 2025-26 GPI Results: Using an independent sample t-test, the OGLI found a statistically significant increase (**p<.0001, or *p<.001) in students' average GPI scores for all scales except cognitive knowing. These findings are a powerful demonstration that integrative global learning at FIU has a significant positive effect on students' global awareness, perspective, and engagement (see Table 4).

GPI Scales	Cohort	
	2021-22 FTIC N = 308	2025-26 Seniors N = 1633
Cognitive Knowing	3.47	3.38
Cognitive Knowledge	3.72	4.07**
Intrapersonal Identity	3.91	4.31**
Intrapersonal Affect	3.78	3.88*
Interpersonal Social Responsibility	3.62	3.81**
Interpersonal Social Interaction	3.58	3.80**

**p<.0001, *p<.001

Table 4: Pretest/Posttest GPI Average Score Results, AY 2021-26

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 AY 2025-26 graduating seniors' (n=1726) global awareness, perspective, and engagement (see Appendix A). Consistent with findings over the past decade, courses that include opportunities for dialogue among students with different backgrounds and beliefs is the one activity that is significantly positively correlated with all three GL SLOs and six subscales. In other words, when faculty give students opportunities to engage in meaningful discussions in class with classmates from different backgrounds with different beliefs than their own, students grow in their ability to understand the world from multiple perspectives, and to use that understanding in addressing issues of import in their academic, professional, and personal lives. These findings demonstrate FIU's evolving capacity to facilitate the development of students' global competencies.

In addition, participation in events or activities at FIU that reflect a cultural heritage different from one's own was found to be significantly positively correlated with global awareness and global engagement. Likewise, participation in campus discussions on international or global affairs was found to have a significantly positive correlation with global awareness and global perspective. Participation in global learning-designated courses and in courses with materials on race and ethnicity were found to be significantly positively correlated with global awareness; participation in community service activities at FIU was found to be significantly positively correlated with global engagement. These findings suggest that the more deeply students understand the world and engage with difference, the more they grow in their global competencies.

Use of Results to Facilitate Continuous Improvement

Based on the evolving needs of students, faculty, staff, the *Global Learning for Global Citizenship* initiative, and Experience Impact (2025-2030), the OGLI proposes the following improvements for AY 2026-27:

Program Goal 1: Consistent with the revised program goal, the Office of Global Learning Initiatives will continue to facilitate the availability of GL-designated courses through strategic partnerships with colleges, departments, and faculty across the university. OGLI will prioritize maintaining a robust portfolio of GL-designated courses, strengthening partnerships with academic units, and identifying opportunities to support new and existing GL offerings. These efforts will help sustain access to meaningful global learning opportunities for all undergraduate students and reinforce the role of global learning as a signature component of the FIU student experience.

Program Goal 2: The OGLI will facilitate internal and external support for integrative global learning.

Based on participant feedback, the OGLI has identified several opportunities to strengthen co-curriculum programming. These include: (1) expanding opportunities for students to engage with alumni; (2) increasing promotion and awareness of both the Global Learning Medallion and Peace Corps Prep programs; and (3) offering additional professional development events that help students connect their global learning experiences to career readiness. Student feedback also highlighted the need to streamline advising materials and sessions to make program requirements, resources, and pathways to completion of GL programs more accessible and user-friendly. Together, these enhancements can improve student engagement, visibility, and overall program effectiveness. Furthermore, the newsletter continues to provide helpful information to students, so OGLI will continue to find compelling, high-impact opportunities and resources for students. Finally, the success of our collaborative initiatives underlines the value of partnership-based programming; we will continue to strengthen our existing collaborations and seek out new ones throughout the university.

Program Goal 3: Building on this year's results, the OGLI will prioritize the development of faculty programming that highlights and elevates the impact of global learning across the curriculum. OGLI will leverage faculty experiences and effective practices to inform professional development opportunities, strengthen the GL Faculty Exchange, and foster collaboration across disciplines. These efforts will support sustained faculty engagement in GL curriculum, research, and related activities while reinforcing the value of global learning within the FIU community.

Program Goal 4: The OGLI will prioritize strengthening connections between curricular and co-curricular global learning opportunities to create a more integrated developmental pathway for students. OGLI will continue to identify and disseminate high-impact global learning practices through faculty engagement and cross-campus collaboration. Findings from the GPI analyses will inform efforts to identify, support, and scale educational practices that facilitate meaningful engagement with difference.

Appendix A

OLS Regression Results Examining the effect of Curricular and Co-curricular participation on Global Perspective Taking, FIU Seniors 2025-26, (n=1726)

Participation in Co-curricular and Curricular Activities	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	0.002	0.937	0.094	0.552	0.705	0.075
57. Events or activities sponsored by groups at FIU that reflect a cultural heritage different from your own	0.028	0.574	0.192	0.244	0.964	0.04
58. Community service activities at FIU	0.449	0.55	0.325	0.674	0.008	0.143
59. Campus organized discussions on diversity issues at FIU	0.025	0.665	0.85	0.459	0.802	0.105
60. Campus organized discussions on international or global affairs at FIU	0.002	0	0.047	0.117	0.278	0.891
61. FIU Leadership programs that stress collaboration and teamwork	0.806	0.922	0.757	0.19	0.221	0.506
66. FIU global learning-designated courses	0.001	0.42	0.606	0.731	0.547	0.769
67. Courses at FIU that include materials/readings on race and ethnicity issues	0.001	0.355	0.986	0.108	0.358	0.138
68. Courses at FIU that include opportunities for intensive dialogue among students with different backgrounds and beliefs	0.001	0	0.097	<.0001	0.001	0

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

Cyan = Significant negative effect