

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 centerpiece of internationalized 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. 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 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 curriculum requirement outlined in the *Global Learning for Global Citizenship* curriculum framework; (2) FIU's Office of Global Learning Initiatives (OGLI) will increase internal and external support for integrative global learning; (3) The OGLI will increase support for GL faculty innovation and productivity through interdisciplinary teaching, research, and engagement activities as they relate to problem-centered global learning; and, (4) FIU students will gain proficiency in the knowledge, skills, and attitudes of global citizenship over the course of their FIU education. FIU has developed assessments for each of the program goals. Program goal assessment data is used to identify areas of improvement 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 the *Global Learning for Global Citizenship* initiative. FIU initially allocated a budget of \$4.11 million over five years 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 the initiative is now approximately \$700,000 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.

Program Goals and Intended Student Learning Outcomes

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

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

Table 1: OGLI Program Goals and Assessments

FIU also has 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 2021-22

The Office of Global Learning Initiatives (OGLI) had a number of important developments in AY 2021-22. These developments were implemented to address FIU's strategic plan and OGLI program goal assessment results from the previous year. The OGLI focused efforts to develop diversity, equity, and inclusion as a key component of its programs and made every effort to engage more students in live in-person events, while being flexible and ready to host events in a virtual space when necessary.

Enacting Global Learning Micro-credential. The OGLI developed and launched the first cohort of the "Enacting Global Learning" micro-credential. Undergraduate students across the curriculum learn about global issues, engage in multi-perspective events, and gain hands-on experience with campus and community organizations with the goal of enacting positive change in their local and global communities. The first cohort consists of 13 undergraduate students in academic programs ranging from Economics to Education, Political Science, and Biology.

Millennium Fellowship Program. For the third year in a row, the Millennium Campus Network and United Nations Academic Impact (UNAI) named FIU a Millennium Fellowship Campus. The Fall 2021 cohort was comprised of 26 students. Each Millennium Fellow completed a local project that addressed one of the United Nations Sustainable Development Goals (SDGs) and the UNAI principles. Through the semester-long process, the FIU Fellows convened virtually with other Fellows to develop, implement, and measure the impact of their projects. FIU's Fellows networked throughout the year with the over 2,000 student leaders on 120 campuses worldwide. At the Millennium Fellows reception students were recognized for their work, and networked with representatives from 17 offices across campus. Vice Provost of FIU's Division of Diversity, Equity and Inclusion (DEI), El Pagnier "EK" Hudson, and DEI Assistant Vice Provost, Emmanuele Bowles, delivered the keynote address at the reception.

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. Medallion recipients in the AY 2021-2022 (summer '21 fall '21 and spring '22) completed 96 globally focused internships both in-person and virtually, an increase from 50 reported in the prior year. High profile internships included Dell Technologies, Virtual Student Foreign Service for the U.S. Department of State, Stonewall National Museum & Archives, US Department of Commerce, and Harvard STEM CEI. The OGLI continued working closely with internship placement partners at the Congressional Hispanic Leadership Institute, the Immigration Resource Center, Church World Services, Chase Banking, and Paper Airplanes.

Tuesday Times Roundtable. The Office of Global Learning Initiatives maintained a flexible approach to its signature event, the Tuesday Times Roundtable (TTR), a weekly series of moderated conversations presented in partnership with the New York Times. The OGLI offered hybrid access to Fall 2021 sessions, participants opting for either in-person or live online attendance. For the Spring 2022 semester, TTR sessions were offered either fully online or fully in-person. Global learning medallion students continue to consistently report that the TTR is the most impactful event in which they participate in terms of their own development of global awareness. The 20 sessions were moderated by FIU faculty and staff, as well as members of the community. Topics ranged from water rights and water security to "Different Ways of Seeing the World: What It Means to Be Bilingual," and from strategies for overcoming Impostor Syndrome in higher education to "Using Data as a Tool for Transparency in Prosecution."

In alignment with the OGLI's plan to increase direct collaboration between GL faculty and students participating in co-curricular events, all students in specific global learning classes were invited to attend TTR sessions via direct invitations sent to faculty members. In addition, several GL faculty members participated in TTR as presenters, panelists, and panel moderators.

New York Times Speaker Series. New York Times Senior Staff Editor Maya Salam was invited to discuss gender disparities in representation in journalism in a presentation titled "Culture Through the Lens of Gender and Diversity". Salam ended her presentation by echoing the call to action from earlier in the presentation, explaining how future journalists can work to ensure that the stories told, and the people telling them, demonstrate the true diversity of thought and culture that the world of journalism can bring to the world.

Special Activities in Response to the Russian Invasion of Ukraine. In March 2022, FIU created the Ukraine Conflict Response Task Force to assist FIU students and the local community by providing information, advocacy, and assistance for those affected by the war. This included establishing a fund for scholarships and stipends for Ukrainian students at FIU facing financial hardship, as well as creating a page on the OGLI website with information, resources, and updates. As an extension of her work as a co-chair of this task force, OGLI Executive Director Dr. Hilary Landorf helped bring together experts in various fields for a series of panel discussions on the global implications of the Russian invasion.

As part of these efforts, on May 17, 2022, the OGLI presented a special session of the Tuesday Times Roundtable, "The Russian Invasion of Ukraine: Student Voices from Lviv. The OGLI invited students from Ivan Franko National University (IFNU) in Lviv, Ukraine to join FIU students, faculty, staff, and partners for a live discussion in which IFNU students gave their perspectives as live witnesses to history. One global learning medallion student's reflection after attending this event exemplifies the value of such events: "sometimes it is so easy to change the channel of our televisions that we don't have to hear about the sadness going on around the world. But it is different when you are listening to these students and hearing what they have experienced or must feel, knowing that other parts of their country are under their circumstances."

Virtual Study Abroad. This year, the OGLI's Executive Director, Hilary Landorf, and Program Manager, Sherrie Beeson, continued their collaboration with The Office of Education Abroad to prepare FIU faculty to offer Virtual Study Abroad (VSA) courses. Virtual Study Abroad engages students in course-based interactions with another culture and its people with the aid of technology. Unlike Study Abroad courses, VSA courses bear no extra cost for students. Faculty were led to discover how they can infuse their courses with VSA elements so that students may increase their global awareness, global perspective, and/or global engagement. Twenty-seven VSA courses in four Colleges and Schools (School for International and Public Affairs; College of Arts, Sciences, and Education; School of Hospitality and Tourism Management; Honors College) were taught by a total of 20 instructors during AY 2021-22. Regions visited during the VSA courses included Africa, Asia, the Caribbean, Europe, Oceania, and South America.

Online Global Learning Course Design and Instruction Workshop. To meet the ongoing needs of faculty to engage in professional development through the virtual modality, Program Manager Sherrie Beeson hosted a total of 57 global learning faculty in nine virtual workshops. The GL Course Design & Instruction workshop serves to introduce faculty to global learning as it is defined and enacted at FIU. Faculty attended in preparation to teach their global learning-designated course or to propose new global learning-designated courses. Dr. Erica Caton,

Director of Educational and Faculty Development, Center for the Advancement of Teaching at FIU, participated in several workshops with the goal of expanding faculty understandings of the intersections between global learning and diversity, equity, and Inclusion.

Global Learning Inter-Views Blog. Program Manager, Sherrie Beeson, created a blog page on our goglobal.fiu.edu website to feature the innovative work of GL faculty and the global learning strides of their students several times a year.

Andi Wolfer and Aaron Kaplowitz were the first GL faculty featured in the new blog, Global Learning Inter-Views. Together, they brought global learning to life in their course, 'Innovation Nation, The Global Influence of Israeli Technology and Entrepreneurship.' Both Kaplowitz and Wolfer reflected on how COVID opened new avenues to include the perspectives of professionals in the field who, two years ago, they would not have dreamed of being able to invite to present in their face-to-face class space. Their student, Valentina Salazar, summarized her experience of 'Innovation Nation' thus: "These guest speakers had different cultures, backgrounds, and experiences in leading the development of revolutionary technology and innovation in different parts of the world in areas of medicine, technology, and industry. This exposed me to unique global learning opportunities."

Global Learning Forum. Due to the sustained success of *Global Learning for Global Citizenship*, international educators around the world have been turning to FIU as a model for our global learning scholarship and practice. On November 30, 2021, for the second consecutive year the OGLI and FIU Global co-hosted FIU's Global Learning Forum. The 2021 GL forum focused on enacting and assessing global learning. Fifty participants from universities across the U.S., Colombia and Chile took the opportunity to hear from and ask questions of FIU administrators, faculty, staff and students. Panthers shared tips on advising students on global projects; infusing global learning components into courses throughout the curriculum; and, assessing student learning outcomes for global competencies. Keynote speaker, Kris Acheson-Clair, director of the Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR) at Purdue University, shared insights on her institution's global learning assessment practices. Proceeds from the Forum provide students with funding to enact global learning research and engagement activities.

Global Learning Medallion Alumni. During AY 2021-2022, the OGLI facilitated media coverage for five alumni who were featured in FIU News. Alumni were featured speakers in a wide variety of FIU events, including Tuesday Times Roundtable, FIU Office of Engagement's Cafecito Chat, OGLI alumni panels and graduation ceremonies. Additionally, alumni participated in a campaign for our Robert Farrell Scholarship Fund, which reached an all-time high of \$24,162. The OGLI continues to support alumni engagement through the LinkedIn group, social media video features, and personalized mentoring sessions.

GL Student Fellowships and Scholarships. 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 or staff.

The GL Student Fellowship consists of two tracks: Research and Engagement/Action. The OGLI awarded the following 2022-2023 GL Student Fellowships:

- *Engagement*: “Panther Sustainability Initiative” (PSI); Natalie Concepcion (Political Science and International Relations, ‘24) Goal: Create a 'University Closet' where students can exchange and recycle clothing and educate the student body on waste reduction and sustainability.
- *Research*: “Foraging Study of Sea Turtles of Saona Island”; Aloyse Abreu (Biological Sciences, Natural & Applied Sciences, ‘23) Goal: Understand sea-turtle density, behavior, and impacts on habitat in the reefs surrounding the Dominican Republic through international, collaborative research.

Two 2022-2023 GL Student Fellowship recipients were named Global Learning Diversity, Equity, and Inclusion (DEI) Fellows:

- *Research*: “Accessibility in Digital Design”; Raisa Ali (Business Analytics & Minor: Computer Science, ‘25) Goal: Examine the accessibility of popular mobile applications for users with disabilities.
- *Research*: The Recollections of the “Peculiar Institution”; Franco Batista Garcia (History, ‘23) Goal: Understanding the collective memory of slavery in the United States through a comparison of historic markers in areas with differing histories.

This year the OGLI continued to support awardees of the following global learning scholarships:

Rupert L. Lyn Global Learning Capstone Scholarship. The scholarship fund enables students pursuing the GLM to complete their capstone project, which can consist of globally focused research, an internship, a fellowship, study abroad, or language study.

- The 2021 recipient, Nathalie Saliba (Biological Sciences, ‘24), presented her research project entitled: “Out of Cuba: The Trip of Brother Marie-Victorin, Founder of the Tropical Botanic Garden of Montreal, to Colombia, Jamaica, and Trinidad (Year 1941)” at FIU’s Undergraduate Research Conference and submitted a manuscript to the Caribbean Journal of Science.

Robert V. Farrell Global Learning Scholarship in Sustainable Development. 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.

- The 2021 recipient, Amelia Raudales (International Relations, ‘22) used funds to support “Charitable,” a social impact project focused on addressing social inequities and climate change through a centralized network to make intentional in-kind donation giving easier to facilitate. With this support, she developed an app connecting Google geo-coding API to a gallery of organization profiles.

GL In the News. The OGLI was featured 24 times in FIU News and the FIU Magazine. Published stories covered student internship experiences, award and funding recognition, alumni achievements post-graduation, faculty accomplishments, and special events about global issues.

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

Awards. In May 2022, Dr. Hilary Landorf received [NAFSA's 2022 International Education Award for Leadership and Collaboration](#). The award honors the contributions of an international educator to international exchange on a global scale. As one of her nominators wrote, "Hilary Landorf is a consummate professional. She is not only knowledgeable and highly skilled when it comes to international education, but she is also one of its most passionate advocates."

In October 2021, Dr. Landorf participated in the [Fulbright International Education Administrators program in France](#), where she spent 15 days in Lille and Paris with a cohort of 12 international educators, meeting with key personnel at universities and government agencies to learn about the French higher education system and establish new research and project-based partnerships.

In June 2022, Dr. Landorf was conferred a third one-year appointment as [Senior Scholar with the Association of American Colleges and Universities' Office of Global Citizenship for Campus, Community and Careers](#). Dr. Landorf will continue to work with this office to conduct research, publish, and promote activities that give students a voice in establishing critical collaborations between Global Learning & Diversity, Equity, and Inclusion units at universities throughout the US.

Leading Equitable Global Learning. In April 2022, Landorf and OGLI's Assistant Director, Yenisleidy Simon Mengana, spoke about why K-20 global education matters with Patricia Demetriou, President and Founder of LifeSmart Education, on the inaugural episode of LifeSmart Education's Grow Global podcast.

In November 2021 Landorf delivered the Jan L. Tucker Memorial Lecture, "Illuminating Equity Through Global Learning" at the International Assembly of the 101st National Council for the Social Studies Annual Conference. In December, an expanded version of her lecture was published in the *Journal of International Social Studies*.

Also in November, as part of FIU's 2021 virtual Global Learning Forum, Yenisleidy Simon Mengana and Program Coordinator Michelle Zaldivar discussed processes to lead successful global learning engagement activities.

Global Learning and Diversity, Equity, and Inclusion. In May 2022, the Association of International Education Administrators published "International education and diversity, equity, and inclusion: A partnership for equity and social justice," written by Hilary Landorf, Hilary Kahn, and Jolynn Shoemaker (*Association of International Education Administrators Occasional Papers*, Spring 2022, 1-16).

In February 2022, FIU's Sr. Vice President for Human Resources and Vice Provost for Diversity, Equity, and Inclusion (DEI), El Pagnier Hudson; Indiana University's (IU) Assistant Vice Chancellor for Student DEI, Khalilah Shabazz; IU's Associate Vice Chancellor for International Affairs, Hilary Kahn; Vice Provost and Dean of Global Affairs at University of California – Davis, Joanna Regulski; Vice Chancellor of DEI at UC Davis, Renetta Garrison Tull, and Hilary Landorf explored strategies in bridging the gaps between global learning and DEI at the NAFSA Diversity and Internationalization Summit.

In January 2022, Dawn Whitehead, Vice Present of the Office of Global Citizenship for Campus, Community, and Careers at the Association of American Colleges and Universities (AAC&U)

and Hilary Landorf conducted a featured presentation on the “Alignment of Global Learning with Diversity, Equity, and Inclusion Efforts: Student Perspectives on the Intersections of Global Learning and DEI” at the annual AAC&U conference in Washington, D.C.

In November 2021, Ana Prado, OGLI Graduate Assistant Ana Prado presented “What Do we Read? Making Equitable Choices in the Classroom,” at the Future Educators of America virtual regional conference. In October 2021, Yenisleidy Simon Mengana, Assistant Director of the OGLI, and Hilary Landorf presented “Amplifying Student Voice to Increase Equity in Global Learning,” at the AAC&U Virtual Conference on Global Learning.

Global Learning Assessment. In November 2022, FIU faculty Vernon Dickson (Dept. of English) and Tovah Bender (Dept. of History) teamed up with OGLI’s Executive Director Hilary Landorf and Sr. Program Coordinator Sherrie Beeson at FIU’s virtual Global Learning Forum to share tools, tasks, and data used in effective global learning assessment. In October 2021 Beeson, Kris Acheson-Clair, Director of the Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR) at Purdue University, and Gundolf Graml, Associate Vice President for Academic Affairs and Dean for Curriculum and Strategic Initiatives at Agnes Scott College presented “Large-scale and Longitudinal Assessment of Learning Outcomes: Approaches and Challenges” at the AAC&U Virtual Conference on Global Learning.

OGLI’s Impact on Student Learning and the Environment Supporting Student Learning, Fall 2021 through Summer 2022

The OGLI’s program goals address students’ global learning and the environment supporting global learning. The OGLI impacted these goals in the following ways between Fall 2021 and Summer 2022:

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 between Fall 2021 and Summer 2022, 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-eight approved GL courses were available to be offered in Fall ‘21, Spring ‘22, Summer ‘22; of these, 70% or 174 of these were taught during these semesters. Many of these 174 courses were taught multiple times throughout AY 2021-22.

A total of 32,517 students attended GL courses between Fall 2021 and Summer 2022. Of this total, 3,920 were first-time-in-college (FTIC) freshmen. This number represented 86.8% of the 4,514 FTIC freshmen that entered during AY 2021-22 (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 7,527 transfer students entering FIU in AY 2021-22 enrolled in GL-designated courses (see Table 3). This number represented 82.3% of the 9,141 transfer students entering that year, well exceeding the goal of 75% GL course enrollment for incoming transfers.

Many students took multiple GL courses. Of the students enrolled in GL-designated courses, 575 students took 5 or more courses, 1,165 students took 4 courses, 3,983 students took 3 courses, and 9,973 students took 2 courses.

AY 2021-22 GL Course Enrollment Totals			
	Number of Students Entering FIU ¹	Number of Entering Students Enrolled in GL Courses	Percentage of Students Entering Who Enrolled in GL Course
FTIC	4,514	3,920	86.8%
Transfers	9,141	7,527	82.3%

Table 3: Number of Students in GL Courses, By Class Status, AY 2021-22

The Global Learning Curriculum Oversight Committee approved 20 new GL courses during AY 2021-22. The committee also undertook 44 Triennial Reviews of GL courses, some of which had been initially designated during earlier academic years. Four GL designations were removed from courses by request of the departments due to the fact that they were no longer being taught or were replaced by another GL course. One hundred percent or 72 of FIU's 72 undergraduate programs include 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 2021-2022 (summer '21, fall '21, spring '22), there were 1,313 students enrolled in the Global Learning Medallion program, an increase from 1,060 in the previous year. The OGLI saw robust participation in its sponsored events with 567 individuals attending 20 Tuesday Times Roundtable (TTR) sessions. The OGLI hosted or provided support for 20 additional virtual events with over 750 attendees, including the [New York Times Keynote Lecture](#) given by Maya Salam on culture through the lens of gender and diversity and a multi-part series on The Russian Invasion of Ukraine.

Global Learning Medallion (GLM) Student Reflection Essays. All graduating GLM students completed a reflection essay as a required component of their ePortfolios. In their reflections, they looked back on the experiences that led them to earn the Excellence in Global Learning Medallion. A recurring theme that appeared across students' reflections this year was connection to diverse viewpoints and ideas that broadened their own understanding. A student wrote, "As I was encouraged to interconnect with individuals coming from different cultural backgrounds, beliefs, professions, and lifestyles through this initiative, my global viewpoint shifted to be more inclusive, realistic, and sensible." Another stated that "Being part of the Global Learning Program has pushed me to become more receptive to different cultural and social perspectives, pushing me beyond the regular college curriculum to truly create real-world impacts." Students consistently referred to the diversity of perspectives to which they were

exposed as a strength of the program. One student wrote, "Through Tuesday Times Roundtable events I have been able to hear the stories of others from different perspectives which has taught me to think about the world and situations from a viewpoint different from my own." Personal growth through this diversity of perspective was also a theme in student reflections, captured by this student, "This program not only gave so much insight to the world but has also created a better version of myself who is aware, knowledgeable, mindful, and has an openness not only to discussing world issues but to addressing them in new ways."

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

Survey. All global learning faculty, instructors, and graduate teaching assistants who had not previously attended the GL Course Design and Instruction Workshop were invited to do so during AY 2021-22. As a result, 57 of them attended the workshop in preparation for teaching existing or developing new GL designated courses. In response to the previous year's post-workshop survey results, the workshop was redesigned so that participants could complete it in one-half day session in the virtual space, followed by a one-hour, individual working meeting with the OGLI's Program Manager, Sherrie Beeson.

Of participants who completed the post-workshop survey, results indicated that 97% felt they had a better understanding of global learning, global citizenship, and the global learning student learning outcomes. Among the survey responses received from faculty, these quotes highlight the importance of providing this professional development workshop: "Every class should have a global learning component. The world is too interconnected to treat disciplines as separate from each other," "Students benefit from understanding the world and its citizens from multiple perspectives, appreciating a diversity of thought and interconnectedness," "The global learning course [workshop] provides participants with an in-depth understanding of teaching global courses and addressing complex problems. Global learning ensures that professors understand the importance of incorporating all students in solving complex problems, regardless of their background."

Focus Groups. Over the course of four sessions in Fall 2021 and three sessions in Spring 2022, the OGLI spoke with global learning faculty to explore successes and challenges in global learning-designated courses, as well as share best practices for helping students meet their global learning course outcomes. All focus groups were conducted virtually. Most faculty agreed that students enter global learning classes with little understanding of others' perspectives. Faculty members shared various successful teaching strategies, including multimodal tools and other means of incorporating external voices and views. Faculty discussed how exposing students to stories, discussions, and viewpoints from those outside their classroom here at FIU yields powerful results. Successful course activities also cited include YouTube videos, assignments where students inhabit the mindset of others, and opportunities like COIL (Collaborative Online International Learning). Ultimately, faculty noted that finding ways to connect course assignments to real world scenarios and experiences, including interdisciplinary experiences, support the development of global awareness, perspectives, and engagement. Faculty were in agreement about the challenges in engaging students in the 2021-22 academic

year, with many students struggling to stay connected, especially with team-based projects. Several participants noted that these challenges are likely due to the changing nature of student experiences during the COVID-19 pandemic.

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 2021-22 GPI Results. Using an independent sample t-test, the OGLI found a statistically significant increase (** $p < .01$) in students' average GPI scores for all scales except cognitive knowing and social responsibility. Using a paired sample t-test for a subgroup ($n=164$) of students who took the GPI as freshmen and as seniors, FIU found a statistically significant increase (* $p < .05$) in students' average GPI scores on the Intrapersonal Affect scale (see Table 4). Finally, using a paired sample t-test for a subgroup ($n=92$) of students who took the GPI as incoming transfers and as seniors, FIU found a statistically significant increase (* $p < .05$ or * $p < .001$) in students' average GPI scores on all scales except Cognitive Knowing and Interpersonal Social Responsibility. On the whole, 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 2013-2022						
GPI Scales	Cohort		Paired Sample: FTIC		Paired Sample: Transfer	
	2015-16 FTIC N = 1120	2021-22 Seniors N = 1889	2014-19 First Year N = 164	2021-22 Final Year N = 164	2013-20 First Year N = 92	2021-22 Final Year N = 92
Cognitive Knowing	3.45	3.40*	3.44	3.48	3.39	3.46
Cognitive Knowledge	3.82	4.04**	3.87	3.95	3.85	4.15**
Intrapersonal Identity	4.13	4.31**	4.12	4.20	4.23	4.41*
Intrapersonal Affect	3.81.	3.92**	3.82	3.94*	3.85	4.07**
Interpersonal Social Responsibility	3.79	3.83	3.80	3.77	3.80	3.90
Interpersonal Social Interaction	3.69	3.81**	3.67	3.74	3.70	3.95**

** $p < 0.01$, * $p < 0.05$

Table 4: Pretest/Posttest GPI Average Score Results, AY 2013-2022

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' ($n=2034$) global awareness, perspective, and engagement (see Appendix A). Results indicate

that participation in courses at FIU that include opportunities for intensive dialogue among students with different backgrounds and beliefs positively impacts students' global awareness, perspective and engagement; participation in global learning courses and in campus activities that reflect the students' own cultural heritage were both found to be significantly positively correlated with global awareness; participation in community service activities at FIU was positively correlated with global engagement.

These findings suggest that providing opportunities for meaningful class dialogues in which students of different backgrounds and beliefs may freely express their viewpoints is key to increasing students' 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 Next Horizon Strategic Plan (2020-2025), the OGLI proposes the following improvements for AY 2022-23:

Program Goal 1: In subsequent semesters, the OGLI will continue to closely monitor course offerings and student completion rates on a semesterly basis, ensuring that university-wide course catalogs accurately reflect global learning designated courses and that global learning designated courses are offered on a regular basis. The OGLI will collaborate with departments and advisors to promote available GL courses and make sure that such courses are offered continuously and will also continue to work with faculty to add new GL courses across disciplines, working with department-level partners to boost global learning course offerings and providing one-on-one faculty support for course development. To capitalize on opportunities to build on academic program momentum, the OGLI will continue to foster direct partnerships with GL faculty.

Program Goal 2: The OGLI will focus on increasing student success by facilitating a shared working space to be used by our graduate assistants, global learning student board, and students engaged in our programs. This working space will provide resources that empower students to collaborate with peers and OGLI staff.

The "Enacting Global Learning" micro-credential and digital badge, officially launched in summer 2022, recognizes FIU *undergraduate* students that actively engage in global learning. Learning outcomes of this program focus on understanding global dynamics, perspective-taking, and acting for others' well-being and sustainability. The OGLI will assess the results from the pilot cohort in fall 2022 and transition to two offerings per AY. in 2023.

In the fall of 2022, the OGLI will launch its Foundations of Global Learning Research Micro-Credential badge for *graduate* students. This badge recognizes that earners can distinguish diverse perspectives different from their own, develop cultural humility, and analyze the history of the geographic area in which their research is situated. Students will gain valuable skills to conduct globally focused research and achieve success in their chosen professional fields. The badge may be earned through a fully online modality and entails 12 hours of professional development. Students pursuing this micro-credential will have one semester to complete all requirements. Seventy-six students applied for the Fall 2022 pilot cohort; 24 graduate students

representing 14 different colleges and departments across the university were accepted and enrolled in this inaugural GL effort.

In AY 2022-23, the Global Learning Student Board, a core group who acts as official student liaison for the OGLI, will shift their priorities to act as student ambassadors for global learning programs. Their work will focus on outreach, media relations, advising, and operations of activities that will engage the OGLI with more students, faculty, staff, and external partners.

Program Goal 3: The OGLI will continue to expand its publicity and diffusion of GL faculty members' achievements facilitating global learning and students' success through GL Faculty Hangouts, GL Course Design and Instruction workshops, monthly OGLI Faculty Newsletters, and GL Inter-Views blogposts. This coming year, the OGLI will institute GL Faculty Open Houses.

The main focus of GL Faculty Hangouts will be to offer workshop style collaborative sessions that focus on successful integrative GL assignments and activities – those that help students connect class content with co-curricular activities and both their civic and professional lives. Hangouts foster and support our community of GL faculty who share knowledge, insights, and best practices to further student achievement.

As FIU continues to focus on the need to ensure greater equity and inclusion in the education of all minority and underrepresented student populations, the OGLI will continue to work with Erica Caton, Director of Educational and Faculty Development, Center for the Advancement of Teaching, to include content focused on diversity, equity, and inclusion in its Global Learning Course Design and Instruction workshop.

The OGLI will launch the first Global Learning Faculty Open House in fall 2022 and continue to host it every semester thereafter. Open Houses are designed foster a sense of community among GL faculty and OGLI staff, encourage further collaboration among GL faculty, and renew GL faculty familiarity with the process of reporting students' progress towards mastering the graduation level student learning outcomes for global learning and the ongoing availability of GL professional development.

Program Goal 4: The OGLI is encouraged by the Global Perspective Inventory finding that students' increases in their global awareness, perspective, and engagement is positively correlated with their engagement in courses that include opportunities for intensive dialogue among classmates with different backgrounds and beliefs. Given this finding, the OGLI will double down on its efforts to work with faculty throughout the curriculum to revise their courses so that they may achieve the GL course designation. The OGLI will also continue its commitment to infusing Diversity, Equity and Inclusion theory and practice to inform all of our programming.

References

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

**OLS Regression results examining the effect of Curricular and Co-curricular participation on Global Perspective Taking, FIU Seniors
2021-22 (N=2034) (Alpha adjusted for Bonferroni correction)**

(Activities in Q62, Q63, Q64 and Q65 are excluded as more than 70% of students reported not participating in these activities)

	Cognitive Knowing	Cognitive Knowledge	Intrapersonal Identity	Intrapersonal Affect	Interpersonal Social Responsibility	Interpersonal Social Interaction
Female (Male)	0.009	-0.025	-0.036	0.041	0.133**	0.067
Hispanic (Non-Hispanic)	-0.071*	0.053	0.074	0.021	0.034	-0.032
International (Non-International)	-0.149*	-0.012	0.013	-0.128	-0.025	-0.098
Non Pre-Professional (Pre-Professional)	-0.017	0.033	0.045	0.041	0.095**	0.018
First Time in College (Transfer or readmit)	0.097**	-0.164**	-0.230**	-0.087**	-0.136**	-0.146**
Participation in Co-curricular and Curricular Activities						
56. Events or activities sponsored by groups at FIU that reflect your own cultural heritage	-0.053**	0.030	0.038	-0.023	-0.005	-0.013
57. Events or activities sponsored by groups at FIU that reflect a cultural heritage different from your own	0.001	0.009	-0.003	0.001	0.008	0.036
58. Community service activities at FIU	0.002	0.001	0.027	0.007	0.045*	0.019
59. Campus organized discussions on diversity issues at FIU	-0.029	-0.011	-0.025	-0.017	0.032	-0.017
60. Campus organized discussions on international or global affairs at FIU	-0.026	0.071	0.027	-0.012	-0.024	0.007
61. FIU Leadership programs that stress collaboration and teamwork	0.002	-0.002	-0.025	0.023	0.031	0.030
66. FIU global learning-designated courses	0.021*	0.004	-0.004	0.000	-0.006	-0.012
67. Courses at FIU that include materials/readings on race and ethnicity issues	0.028	0.009	-0.012	0.010	0.020	0.020
68. Courses at FIU that include opportunities for intensive dialogue among students with different backgrounds and beliefs	0.032	0.071**	0.048*	0.054**	0.037	0.060**

**p<0.01, *p<0.05