

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 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.	• Annual comparisons of GL course offerings with student enrollment
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 • GLM, Tuesday Times Roundtable, Peace Corps Prep, Microcredential 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 productive citizens 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 2024-2025

The Office of Global Learning Initiatives (OGLI) had a number of important developments in AY 2024-2025. These developments were implemented to address FIU's Next Horizon 2025 strategic plan and the OGLI program goal assessment results from the previous year.

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 2025-2026 GL Student Fellowships:

- Engagement: "Redefining the Cycle"; Makayla Lewis (B.A. in Psychology/Women & Gender Studies, Summer 2026). Goal: Alleviating "period poverty" by offering tangible resources, such as product drives, free distributions, and educational workshops, that address the practical barriers to period access while raising awareness about this issue.
- Research: "Targeted Nutritional Interventions for Childhood Metabolic Risk in Underserved Communities"; Gabriel Burdman (B.S. in Biological Sciences, Spring 2028). Goal: helping families increase the nutritional value of the food they buy without additional costs. The project will measure the usefulness of nutritional interventions on family attitudes towards nutrition.

The Millennium Fellowship, a collaboration with the Millennium Campus Network and United Nations Academic Impact (UNAI) program named FIU a Millennium Fellowship Campus for the sixth year in a row. The Fall 2024 cohort was comprised of 14 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. Throughout the semester, the FIU Millennium Fellows convened virtually with other Fellows to develop, implement, and measure the impact of their projects.

This past year, 14 out of 17 SDGs were addressed in the students' projects. Ten students were selected to participate in the Fall 2025 Millennium Fellowship cohort.

Rupert L. Lyn Global Learning Capstone Scholarship. This 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. This year, a 5-member review committee awarded this scholarship to: Fabiola Cagigas (B.S. in Civil Engineering, Summer 2028). Fabiola will be a member of the first cohort of the FIU Honors' Study Abroad program traveling to Malaysia, Brunei, and Singapore, where the cohort will work on a COIL project with Malaysian university students related to one of the UN SDGs.

Robert V. Farrell Global Learning Scholarship in Sustainable Development. The purpose of this scholarship is to support students enrolled in the Peace Corps Prep or GLM program who are pursuing globally-focused research and practice in sustainable development. This year, a 5-member review committee awarded this scholarship to:

- Cary Wingard (B.S. in Civil Engineering, Fall 2025). Cary's project, "From Canoe to Community," is one in which she will repurpose a retired concrete canoe from past FIU

competitions into a functional and artistic installation for either a under-resourced school and/or public space in Miami-Dade County.

- Moses Kiwanuka; (Ph.D. in Earth Systems Science, Fall 2026). In Moses' research, "Developing Sustainable, Data-driven Strategies for the Early Detection and Mitigation of Harmful Algal Blooms," he is integrating remote sensing, in situ data, and machine learning to establish a reliable, scalable, and cost-effective monitoring system for harmful algal blooms, contributing meaningfully to global water security and environmental resilience.

New York Times Speaker Series. As part of the New York Times Speaker Series, NYT reporter Jordyn Holman delivered an engaging presentation on the role of technology in e-commerce. In her session, *"All Consuming: Retail, Technology, and the Attention Economy,"* Ms. Holman explored how digital platforms are transforming consumer behavior and shifting power dynamics in today's economy.

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, five Transformation contest winners accompanied the OGLI Sr. Coordinator Jhonery Mendoza-Farjun to Washington, D.C. for three full days of activity. A unifying theme was the power of advocacy, especially when rooted in personal stories. Inspired by their meeting with staff at Representative Frederica Wilson's office, students co-wrote and submitted an advocacy letter to Rep. Wilson's office on the importance of maintaining current funding levels for Pell grants and international education activities, demonstrating their commitment to civic engagement.

Peace Corps Prep. This year, 22 students were actively enrolled in the Peace Corps Prep (PCP) program at FIU. Students were supported throughout their journey toward completion through a variety of initiatives, including collaborative events with the Peace Corps recruiter and Returned Peace Corps Volunteers, a monthly newsletter highlighting sector-specific opportunities and leadership resources, and personalized one-on-one advising sessions.

Global Learning Student Board. To increase engagement in global learning cocurricular programs, the OGLI revised the goals and work of the all-important Student Board. The Board focused on the following three pillars: promoting opportunities to new students; supporting current students enrolled in the Medallion and Peace Corps Prep programs to ensure successful completion; and fostering community among all students in GL programming. Seven students served on the board, which included an Executive Director, two Special Events Coordinators, two Communications Coordinators, a Peer Advisor, and a Recruitment Coordinator. Collectively, the board hosted six events and collaborated in three events with campus partners that were promoted on social media platforms and engaged 120 students. Additionally, the board's recruitment efforts led to 200 students enrolling in the GLM and/or PCP programs. With a Peer Advisor present, over 56 advising hours were held to support students in meeting the graduation requirements for GLM and/or PCP.

Carnegie Reclassification. FIU launched the application process for The Carnegie Foundation's Reclassification Application in Community Engagement in the summer of 2024. Michelle Zaldivar and Connie Penczak were invited to join the committee to apply for reclassification for the Community Engagement Elective Classification for the Carnegie Foundation for the Advancement of Teaching. Subcommittees completed sections of the application based on specialization. Michelle participated in

subcommittee 6 - Curricular Engagement; Connie participated in subcommittees 4, Quality of Community Engagement Relations and Partnerships, and 8, Civic Learning and Life.

Global Learning Course Design and Instruction Workshop Features. This workshop is an introduction to GL pedagogies, practices, and initiatives at FIU. It is offered several times per year to faculty designing global learning elements for their existing courses or teaching GL designated courses. During AY 2024-25, Assistant Director Michelle Zaldivar collaborated with campus and community partners to include segments within the workshop that help faculty translate big-picture global learning practices into tangible classroom practices. The workshops featured sessions from FIU's Writing Across the Curriculum, Center for the Advancement of Teaching, and Unify America, covering topics such as developing writing assessments, approaches to incorporating different perspectives in curriculum content, and facilitating sensitive discussions in the classroom.

GL Faculty Exchange. In April 2025, the Office of Global Learning Initiatives launched the GL Faculty Exchange LinkedIn group, a virtual space designed to strengthen interdisciplinary connections among FIU's globally engaged faculty. The group serves as a hub for sharing innovative teaching practices, spotlighting faculty achievements, and promoting collaboration across colleges and disciplines. Since its launch, the Exchange has grown steadily, with over 40 FIU faculty using the platform to post global learning resources, highlight international education opportunities, and engage in dialogue around shared challenges and successes.

Coursedog Curriculum Platform. In alignment with the university-wide transition to the Coursedog platform beginning Fall 2024, the Office of Global Learning has successfully migrated all Global Learning Curriculum Oversight Committee (GLCOC) procedures to a fully digital environment. Our office played a key role in developing and implementing the platform's global learning-specific tools, ensuring that the unique requirements of GL designation for courses are fully supported within the new system. This transition enhances transparency, streamlines proposal and review workflows, and improves access to data for all stakeholders.

Record-Breaking Year for GL Designations. In 2024–2025, the Department of Modern Languages spearheaded a landmark achievement in Global Learning (GL) course designations, contributing 24 of the 27 new courses approved this year—the highest number since a year after the program's inception in 2010. This success was the result of a department-wide initiative that brought faculty and leadership together to develop shared learning outcomes and instructional strategies across all introductory and intermediate language courses. Their collaborative approach ensures that students encounter a cohesive and enriching experience in their language studies, tailored to each linguistic and cultural context. This model of alignment has set a new standard for how departments can scale global learning across curricula while preserving the unique character of each course.

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. The OGLI reports on student enrollment and engagement data in support of this partnership.

Enrolled G1Y Students 2015 – 2024	
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	550

Table 5: Global First Year enrolled students 2015-2024 by calendar year.

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 conferences, workshops, and awards.

- Awards.** This year, Dr. Hilary Landorf received the following awards for her long-term service and impact on international education: [Association of International Education Administrators' Charles Klasek Award for Longstanding and Outstanding Service to the field of International Education](#), The Florida Association for International Education, 'You Made a World of Difference' award; and, the Returned Peace Corps Volunteers of South Florida Changemaking Education Award. Dr. Landorf was also recognized as an AAC&U Senior Scholar, Office of Global Citizenship and Careers, for the fifth consecutive year.
- Embedding Global Learning at the Core of Internationalization.** The focus of several OGLI member presentations and publications this year was on demonstrating the continuing power of global learning. In March 2025, Landorf teamed up with Forum on Education Abroad Director of Teaching and Learning, Mary Price and Faculty Director Emerita, Civic and Community Engagement Initiatives at College of the Canyons, Patty Robinson, to co-present a pre-conference workshop "(Re)Positioning Global Learning for All at the Center of International Education," at the Association of International Education Administrators (AIEA) annual conference in Houston, TX. At the same conference, Landorf presented "The What, Why, and How of Global Learning," with colleagues Joanna Regulaska, Vice Provost and Dean of Global Affairs at the University of California at Davis (UC Davis); Nancy Erbstein, Associate Vice Provost of the Global Educational International Center at UC Davis; and Gillian Ice, Professor and Director of Global Health at Ohio University's College of Osteopathic Medicine. In May 2025, Hilary Landorf and Joanna Regulaska's article, "Beyond internationalisation and towards global learning," was published in *University World News*.
- Building Affinity for Global Learning.** In November 2024 OGLI Assistant Directors Connie Penczak and Michelle Zaldivar co-presented with Landorf, "Creating and Sustaining Buy-in for your Global Learning Program," at the NAFSA Region VII annual conference in Jacksonville, FL. In October 2024, Zaldivar focused on building community for graduate students doing globally focused research in her presentation, "Leveraging Microcredentials for Innovative Global Learning," at the AAC&U Global Citizenship for Campus, Community, and Careers conference in Washington, D.C. In March 2025, Landorf and her colleagues FIU Global Director Birgitta Rausch-Montoto, Assistant Vice Provost for Global Learning at Penn State University Brian Brukaker, and Executive Director of International Programs at Prairie View A&M University Godlove Fonjweng

discussed strategies for building global learning affinity for all students in their presentation, “Beyond Barriers: Expanding Global Learning Opportunities for All Students,” at the annual AIEA conference in Houston, TX.

- **Assessing and Evaluating Global Learning.** In October 2024 Zaldivar teamed up with Landorf and COIL Director Jeanette Smith to present “The Logic, Love, and Labor of Global Learning Assessment and Evaluation,” at the AAC&U Global Citizenship for Campus, Community, and Careers conference in Washington, D.C. In March 2025, Landorf co-presented “Assessing Global Learning,” at the Forum on Education Abroad annual conference in Toronto, Canada. Her co-presenters were Associate Director of the Indiana University for Postsecondary Research and the National Survey of Student Engagement Institute, Jillian Kinzie; Forum on Education Abroad Director of Teaching and Learning, Mary Price; and Sr. Director for Research and Publications at the Forum, Amelia Dietrich.
- **Embedding the United Nations Sustainable Development Goals into Global Learning Initiatives.** In February 2025, Landorf delivered a keynote address, “Internationalizing through the UN SDGs: What, Why, and How?” at a virtual conference hosted by FIU’s School of Education and Human Development.

OGLI's Impact on Student Learning and the Environment Supporting Student Learning, AY 2024-25

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 2024-25:

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 2024-25, FIU compared the number of GL-designated courses taught and annual enrollment in these courses to annual entering student enrollment figures. Two hundred and seventy-seven approved GL courses were available to be offered in AY 2024-25 (fall '24, spring '25, summer '25). Of the 278 GL courses available, 72% or 200 of these were taught during AY 2024-25. A total of 62,966 seats were filled in GL courses. Of the total seats filled, 4,463 were filled by first-time-in-college (FTIC) freshmen. This number represented 73.14% of the 6,012 FTIC freshmen that entered during AY 2024-25 (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 33,879 individual students completed GL courses in AY 2024-25.

Six thousand four hundred forty-eight transfer students entering FIU in AY 2024-25 enrolled in GL-designated courses (see Table 3). This number represented 78.54% of the 8,210 transfer students entering that year, exceeding the goal of 75% GL course enrollment for incoming transfers.

AY 2024-25 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	6,102	4,463	73.14%
Transfers	8,210	6,448	78.54%

Table 3: Number of Students in GL Courses, By Class Status, AY 2024-25

**Enrollment Data of entering students obtained from BI Data on 7/09/2025*

The Global Learning Curriculum Oversight Committee approved 27 new GL courses during AY 2024-25. The committee also undertook 17 five-year reviews of existing GL designated courses.

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

Annual Evaluation of Student Engagement. During AY 2024-2025 (summer '24, fall '24, spring '25) students engaged in 14 events organized by the Office of Global Learning and 11 events where OGLI was a partner, a 19% increase in offerings overall driven by a significant increase in partnered events over AY 23-24. Events organized by our team ranged from graduation celebrations to participant engagement events, program information sessions, issue specific and civic volunteering events. Altogether, more than 1200 students engaged in GL programming outside of our Tuesday Times Roundtable series, an over 50% increase in event attendance.

Tuesday Times Roundtable Session Reflections. As part of the GLM program, students participate in Tuesday Times Roundtable (TTR) sessions. Two key themes emerged from student reflections in their e-portfolios. First, students gained inspiration from TTR sessions that included student facilitators. In reflecting on a TTR session focused on the United Nation's SDGs, one student wrote, "This TTR was very informative, as I had the opportunity to hear from a student like me who has played an active role in promoting SDGs, as well as others who have advanced the SDGs through sustainable fashion and recycling. Because of this TTR, I have been inspired to continue learning about the SDGs as well as ways through which I can make a difference."

Another emergent theme was the gaining of new perspectives on current challenges in the world. In reflecting on a TTR session focused on AI and mental health, one student wrote, "Engaging with students and experts from diverse backgrounds broadened my perspective on the intersection of technology, policy, and mental health. This experience reinforced the importance of considering multiple viewpoints when evaluating global challenges." Students continue to enjoy the open-dialogue format that TTR offers. One TTR participant commented, "Global Learning's Tuesday Times Roundtable offers a dynamic space to engage in meaningful dialogue about global and local issues. These weekly discussions deepened my civic awareness and connected me with different perspectives on pressing social challenges."

Global Learning Medallion Reflections. This was a banner year for participation in the GLM program. Approximately 600 students were actively engaged in GLM activities in pursuit of the GLM Graduation Distinction. A total of 36 students received this distinction in AY 2024-25, and 10 students received a certificate for having demonstrated excellence in one or more of the program requirements. All graduating GLM students completed an ePortfolio as they wrapped up their other final 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.

This past academic year, students grew more aware about the importance of addressing local issues and understanding the connection to global challenges. One student wrote, "My exposure to these interconnected issues has given me a broader view of the world, enabling me to assess situations from a global standpoint and recognize how seemingly local challenges have far-reaching

consequences. Global learning has also allowed students to grow more comprehensive in their approach to problem-solving. One student noted, “I now approach every issue with this layered awareness, understanding that context matters and that solutions require both local insight and global vision.”

Graduates this past year have also acknowledged how the GLM program has encouraged them to get involved both on and off campus. One student commented, “Becoming a participant helped me find even more opportunities and activities around the university, different initiatives from different departments, and even volunteering options with local organizations.” Students also highlighted that the program provided an incentive to stay globally engaged even after graduation. A representative GLM student noted, “The Global Learning Medallion challenged me to think about how to apply my business major internationally and keep learning long after graduation. Wherever I go next, I plan to carry these lessons with me and continue becoming a globally engaged leader.”

Another salient theme in the GLM reflections is gaining skills and experiences that relate to students’ career goals through their participation in the GLM program. One student observed, “As I get ready to graduate, I know I’m leaving FIU with more than just academic experience, I’m leaving with a global mindset. I’ve grown in areas like intercultural communication, digital storytelling, and emotional intelligence, and I plan to use these skills to build a career where business and creativity meet impact.” Another student wrote, “I will always be grateful for the skills that I got throughout this experience, including cultural understanding, cross-cultural communication, resilience, leadership, problem-solving, and intercultural competence.” Overall, students reported feeling prepared for life after graduation after completing the program.

Peace Corps Prep Reflections. This year, 22 students were actively enrolled in the Peace Corps Prep (PCP) program at FIU, an increase from 15 students in the 2023–2024 academic year. Students were supported throughout their journey toward completion through a variety of initiatives, including collaborative events with the Peace Corps recruiter and Returned Peace Corps Volunteers, the launch of a monthly newsletter highlighting sector-specific opportunities and leadership resources, and personalized one-on-one advising sessions.

Students who completed the Peace Corps Prep (PCP) shared reflections on how the program prepared them for global service and deepened their commitment to community engagement. A key theme across these reflections was how the program helped them connect academic and leadership development with tangible, real-world service. One student reflected that the program, “challenged me to step outside of my comfort zone, to engage with my community, and to see the world through a lens of empathy and responsibility.” Through meaningful experiences ranging from serving in youth ministries and family programs to teaching in the Teacher Accelerator Program, students reported growing in purpose and professionalism while gaining hands-on experience.

Students also valued the support and mentorship they received throughout the program. Access to regular advising, newsletters, and community events helped guide them through the requirements. Some suggested hosting more PCP specific engagement opportunities and software tools to streamline the submission process. Above all, students emphasized that the PCP experience gave them a strong foundation to pursue careers rooted in service, empathy, and cultural understanding. They believe these qualities are essential in creating lasting impact for local and international communities.

Foundations of Interdisciplinary Global Learning Research Microcredential. In 2024–2025, the Foundations of Interdisciplinary Global Learning Research Microcredential continued to grow in reach and impact, enrolling 46 graduate students from 24 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, “Connecting with other individuals from different disciplines and backgrounds and learning about their research has broadened my worldview.” Beyond academic growth, students emphasized the importance of conducting research that is socially relevant and ethically grounded. They learned to ask more critical questions, consider multiple perspectives, and communicate the broader significance of their work. As one participant noted, “Now I make a stronger effort to explain why my research matters—not just to engineers, but to communities, policymakers, and others involved in solving the same problems.”

Program Goal 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. 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 2024-25. As a result, 14 attended the face-to-face workshop and 33 completed the online workshop in preparation for developing new GL designated courses or teaching existing ones. Of participants who completed the post-workshop survey, results indicated that 100% felt they had a better understanding of both the concept of global learning and the global learning student learning outcomes. All participants also felt they had learned strategies during the workshop to encourage students to engage in problem solving and to equip students with the knowledge of the interrelatedness of local, global, international, and intercultural issues. Participants also unanimously felt prepared to develop assessments for their global learning course. A slightly smaller percentage of participants, 94%, felt prepared to report results of their global learning assessments. Among the survey responses received from faculty, these quotes highlight the importance of providing this professional development workshop: "This is a crucial component of our student's education, helping to build foundations that enable them to move toward becoming global citizens. It helps shape their thinking in a broader context and assists in preparing for an increasingly global marketplace." Many participants expressed their appreciation for the workshop. As one participant put it, "I'm more excited to incorporate official global learning outcomes into my class after this workshop than I thought I would be. I always incorporated global and cultural learning in my curriculum for my classes, but it was illuminating to look at global learning as an approach to problem solving, too. The workshop expanded my perspective of what global learning is and could be."
- *Focus Groups:* A total of 54 faculty attended one of eight end-of-semester focus groups. During these sessions, faculty reflected on the evolving dynamics of student learning, especially as it relates to technology and individual expression. A recurring theme was a paradox of student voice: while instructors are increasingly designing assignments that invite personal reflection and lived experience, students are often hesitant to share their own perspectives. In their estimation, this hesitancy is shaped by a range of factors, including political tension and a reliance on AI technology to complete assignments.

The rise of generative AI has prompted faculty to rethink how they assess student learning. Many instructors reported that traditional prompts now yield formulaic or AI-generated responses. In response, they are shifting toward more personal, narrative-based assignments that are harder to outsource to AI and more meaningful for students. Faculty shared that these changes have led to richer, more authentic student work especially when assignments are tied to family histories, cultural traditions, or personal values. As one faculty member shared, "If I show a movie and ask general questions, now students have the same kind of answer. I've changed the question to be more personal or tied to their families, and they started to write very interesting stories."

Faculty also emphasized the importance of fostering dialogue in classrooms where global issues are both academically rigorous and personally significant. Many students are encountering foundational global learning concepts for the first time in their college experience. This foundational work is essential to creating a learning environment where students can engage critically and respectfully with complex global topics. At the same time, instructors are designing reflective assignments that increasingly invite students to examine their own perspectives and the

factors that shape them and compare these with the perspectives of others. Faculty express that blending academic discourse and community cultural wealth helps students connect the personal and the global. One faculty member noted that “students start to teach other students to debunk misconceptions about their community or another country’s cultural norms.”

Program Goal 4: FIU students will gain proficiency in the knowledge, skills, and attitudes of global citizenship 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 2024-25 GPI Results. Using an independent sample t-test, the OGLI found a statistically significant increase (**p<.01, or *p<.05) in students’ average GPI scores for Cognitive Knowledge and Intrapersonal Identity. For the first time in the 15 years that FIU has been administering the GPI to incoming and graduating undergraduates, the OGLI found a statistically significant decrease in students’ average scores on two scales – Cognitive Knowing and Intrapersonal Affect. This is a concerning result, and the OGLI will be implementing a series of activities to try and improve students’ sense of their own capabilities.

GPI results were much more positive using a paired sample t-test for a subgroup (n=114) of students who took the GPI as freshmen and as seniors. FIU found a statistically significant increase (*p<.05) in students’ average GPI scores for all scales except Cognitive Knowing.

Pretest/Posttest GPI Average Score Results, AY 2013-2025				
GPI Scales	Cohort		Paired Sample: FTIC	
	2020-2021 FTIC N = 612	2024-2025 Seniors N = 1506	2013-2022 First Year N = 114	2024-2025 Final Year N = 114
Cognitive Knowing	3.53	3.37**	3.44	3.46
Cognitive Knowledge	3.83	3.99**	3.86	4.28*
Intrapersonal Identity	4.04	4.25**	4.15	4.20**
Intrapersonal Affect	3.91	3.85**	3.85	3.97**
Interpersonal Social Responsibility	3.83	3.78	3.78	3.96**
Interpersonal Social Interaction	3.70	3.73	3.61	3.83**

**p<0.01, *p<0.05

Table 4: Pretest/Posttest GPI Average Score Results, AY 2013-2025

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=1,598) global awareness, perspective, and engagement (see Appendix A). One activity was found to be significantly positively correlated with all three GL SLOs and six subscales: courses that include opportunities for dialogue among students with different backgrounds and beliefs. These findings affirm FIU’s growing capacity to prepare students as global leaders by equipping them with the awareness, perspective, and engagement needed to navigate and influence an interconnected, complex world.

In addition, participation in global learning designated courses were found to be significantly positively correlated with global awareness and global perspective, while participation in events or activities sponsored by groups at FIU that reflect a cultural heritage different from your own was found to

increase both global perspective and global engagement. These findings suggest that students' participation in GL designated courses and globally focused activities drives their development of global awareness, global perspective and global engagement, which could bridge academic learning with real-world experience, positioning students to enter the global workforce with the confidence and competence to lead across borders.

Use of Results to Facilitate Continuous Improvement

Based on the evolving needs of students, faculty, staff, and aligned with the *Global Learning for Global Citizenship* initiative, and FIU's Experience Impact Strategic Plan (2025-2030), the OGLI will implement the following in AY 2025-26:

Program Goal 1. The Office of Global Learning will maintain semesterly monitoring of GL course offerings and student enrollment to assess access and completion trends. We will also prioritize maintaining the accuracy of the GL course catalog and identifying strategic opportunities to expand the number and disciplinary areas of GL-designated courses. These efforts will support sustained access to high-quality global learning experiences for all undergraduate students.

Program Goal 2: Based on feedback from students, the OGLI will continue to promote globally-focused opportunities through the newsletter for all students enrolled in the Global Learning Medallion (GLM) and Peace Corps Prep (PCP) programs, paying close attention to including multiple online activities for students who are remote, have limited access to transportation, or work full-time. We will also prioritize events that intentionally foster community and affinity for FIU. Given the increasing number of community engagement activities in GLM and PCP, OGLI staff will create a subgroup on the FIU GivePulse platform account to track these activities and encourage more students to participate in them.

Program Goal 3. Building on this year's progress, the OGLI will continue to coordinate faculty programming that supports interdisciplinary teaching, research, and engagement. Future offerings will be designed with flexibility in mind, both in format and content, to meet the evolving needs of faculty working across a range of disciplines, course types, and instructional settings. We will also continue to grow the GL Faculty Exchange as a community of practice for connection, collaboration, and the sharing of innovative practices.

Program Goal 4. Based on mixed results of students' average scores on the Global Perspective Inventory scales that measure students' self-perception of their capabilities, coupled with the overall increase in global learning student engagement in AY 2024-25, the OGLI will redouble our efforts enhance engagement in student global learning communities, with the hypothesis that a greater sense of community correlates with a greater self-confidence and sense of self-efficacy. The OGLI will leverage the re-constituted Student Board to offer peer mentorship, student advising, and activities targeted at students' interests. The OGLI will also institute more frequent written reflections for GLM students so that we may be able to gauge more closely how students are doing and feeling and make adjustments in GL offerings throughout the year.

References

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

Appendix A

OLS Regression results examining the effect of Curricular and Co-curricular participation on Global Perspective Taking, FIU Seniors 2024-25, (n=1598)

(Activities indicated by Q62, Q63, Q64 and Q65 are excluded as more than 70% of students have not participated at all in those activities)

	Cognitive Knowing	Cognitive Knowledge	Intrapersonal Identity	Intrapersonal Affect	Interpersonal Social Responsibility	Interpersonal Social Interaction
56. Events or activities sponsored by groups at FIU that reflect your own cultural heritage	0.00	0.256	0.004	0.744	0.082	0.373
57. Events or activities sponsored by groups at FIU that reflect a cultural heritage different from your own	0.095	0.056	0.615	0.031	0.281	0.0001
58. Community service activities at FIU	0.288	0.847	0.341	0.99	0.059	0.275
59. Campus organized discussions on diversity issues at FIU	0.658	0.551	0.827	0.62	0.109	0.043
60. Campus organized discussions on international or global affairs at FIU	0.003	0.153	0.277	0.01	0.139	0.052
61. FIU Leadership programs that stress collaboration and teamwork	0.573	0.097	0.939	0.657	0.857	0.639
66. FIU global learning-designated courses	0.005	0.48	0.304	0.036	0.712	0.396
67. Courses at FIU that include materials/readings on race and ethnicity issues	0.999	0.158	0.607	0.657	0.095	0.831
68. Courses at FIU that include opportunities for intensive dialogue among students with different backgrounds and beliefs	0.0001	0.00	0.00	0.0001	0.0001	0.0001

Reported values are the p-value, reflecting whether the particular coefficient in a linear regression is significantly different than zero

p<.05

p<.01

Negative Correlation