



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 2020-21

FIU's OGLI developed in a number of important ways during AY 2020-21. These developments were implemented to address FIU's strategic plan, previous years' program goal assessment results, and changes in institutional context. Of particular note, due to the coronavirus pandemic, all of the OGLI's operations were fully remote until March 2021, at which point the OGLI staff returned to campus. The great majority of faculty and student activities remained remote throughout the year.

Diversity, Equity, and Inclusion. The OGLI focused efforts on personal and interpersonal development in the area of diversity, equity, and inclusion. As a team, the staff took advantage of virtual platforms to engage in rich exploration of issues of identity, race, and culture through book group discussions and participation in a 21-day Racial Equity and Social Justice Challenge in conjunction with the YWCA of South Florida. Through these experiences, staff gained important insight into various issues linked to diversity, equity, and inclusion that impact our work at the University. Ultimately, the information and insight gained during these experiences impacted our efforts in both student-facing and faculty-based events, affecting the types of co-curricular activities we promoted and administered and the type of faculty development we facilitated during AY 2020-21.

Millennium Fellowship Program. As a result of the OGLI's Assistant Director, Yenisleidy Simon's consistent outreach and coaching of students, FIU was named a Millennium Fellowship campus by the Millennium Campus Network and United Nations Academic Impact (UNAI) for the second year in a row. The Fall 2020 cohort was comprised of 18 students, all of whom were GLM program participants. Each Millennium Fellow completed a local project that addressed one of the United Nation's 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 1200 student leaders on 80 campuses worldwide. All the fellows received training, access to a global network of alumni and UN stakeholders, and a special recognition.

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 50 globally focused internships virtually during AY 2020-2021. High profile internships included several students placed in the Virtual Student Federal Service internship program with agencies such as the Federal Emergency Management Agency (FEMA) and the Department of State. Additionally, students secured internship placements with the National Aeronautics Space Administration (NASA). The OGLI continued working closely with internship placement partners at the Congressional Hispanic Leadership Institute, the Immigration Resource Center, Church World Services, Chase Banking, Clean the World, and Paper Airplanes.

Tuesday Times Roundtable. The Office of Global Learning Initiatives transitioned its signature event, the Tuesday Times Roundtable (TTR) from in-person to fully online sessions in response to continuing restrictions on hosting live events due to the global pandemic. The TTR is a weekly series of moderated conversations that we present in partnership with the New York Times. 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 move of the TTR to the virtual space ensured that students could continue to participate in this high impact co-curricular activity. The 19 sessions were moderated by FIU faculty and staff, as well as members of the community from the local and global arenas, who covered topics ranging from Women's Equality Day to "The Influence Industry: Who Congress Listens To and How to Raise Your Voice with FIU in DC," and from "Ceasing to Exist as Ourselves for a Moment: Global Learning & Deep Listening" to a celebration of National First-Gen Day and "Advocating for Veteran Issues."

New York Times Speaker Series. The OGLI hosted its *New York Times* (NYT) guest speaker virtually, in accordance with its plan to focus on increasing the availability of virtual co-curricular opportunities for students. Christopher Flavelle, a reporter for the NYT who investigates how people, governments and industries try to cope with the effects of global warming, presented "Miami on the Front Lines of Climate Change" to an audience of over 100 students, faculty and community members.

Virtual Study Abroad. This year, the OGLI's Executive Director, Hilary Landorf, and Senior Program Coordinator, Sherrie Beeson, joined with The Office of Education Abroad to offer a total of six workshops to FIU faculty who were interested in redesigning an existing course with the elements of Virtual Study Abroad (VSA). Virtual Study Abroad involves students, at no additional cost, in course-based interactions with another culture and its people with the aid of technology. Faculty were led to discover how they can infuse their courses with VSA elements so that students increase their global awareness, global perspective, and global engagement. Students who engage in VSA often become more aware of the benefits of education abroad, which then encourages them to seek in-person study abroad experiences.

Online Global Learning Course Design and Instruction Workshop. To meet the ongoing needs of faculty during the pandemic, Hilary Landorf, Executive Director, and Senior Program Coordinator Sherrie Beeson hosted a total of 66 global learning faculty in seven virtual workshops which served to introduce faculty to global learning as it is defined and enacted at FIU. Faculty who attended were surprised that they and their students could experience global learning in virtual settings. Those in attendance joined the Zoom space from remote working locations from as far away as Israel and the West Coast of the United States.

GL Faculty Hangouts. When FIU moved to fully remote mode during the spring semester of 2020, the OGLI pivoted to hosting online events for faculty, as well. The OGLI combined its semesterly Brown Bag Teaching Strategies Workshops, in which peers shared powerful global learning strategies, and GL Faculty Focus Groups into online "Hangouts." This model made it possible for the OGLI to continue offering high impact professional development for global learning faculty throughout AY 2020-21. A total of six Faculty Hangouts were held and were attended by a total of 32 participants. Five of the six Hangouts showcased innovative teaching strategies GL faculty could then implement in their own courses. The innovative teaching strategies demonstrated included: Nearpod, Genially, Playposit, podcasting, VoiceThread, and H5P.

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 16, 2020, the OGLI partnered with FIU Global to host the inaugural Global Learning Forum, "Designing and Implementing Global Learning/Internationalization at Home." Almost 50 participants signed on to the full day virtual

meeting to learn from FIU administrators and faculty, and exchange ideas with peers. While most participants were from institutions in the United States and Canada, others represented universities and colleges in the United Arab Emirates, Egypt, China, Belgium, Ireland and Spain. FIU faculty and administrators, including Provost Emeritus Douglas Wartzok, served as panelists to describe how the initiative evolved at FIU, resources necessary to institute university-wide global learning, and the varied approaches to facilitating global learning for students. Proceeds from the Forum go to student and faculty to enact global learning research and engagement activities.

Global Learning Medallion Alumni. During AY 2020-2021, the OGLI facilitated media coverage for nine alums who were featured in FIU News, FIU Magazine, AACU's Liberal Education, and NAFSA Magazine. Nine alums 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, in the Spring of 2021, twelve alums volunteered as Alumni Ambassadors for our "Enacting Global Learning" fundraising campaign which raised over \$1200 for our Rupert L. Lyn Scholarship fund. Lastly, in collaboration with three alums, the OGLI has established formal partnerships with The Children's Movement of Florida, the Women's Chamber of Commerce, and the "All of Us" public health research campaign to provide leadership, service and professional development opportunities to current GLM and Peace Corps Prep students. 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. In 2021, the OGLI awarded the following 2021-2022 GL Student Fellowships:

- Engagement Project: "Humanitarian Education and Resources for Teachers and Students (HEARTS)." Sadie Testa-Secca (International Relations, '23) will create a series of videos addressing human rights issues and an online hub of human rights resources for children.
- Research Project: "La Création du Monde: The Strokes that Painted Our Cultural Canvas." Beatrice Dalov (Music, '22) will explore two case studies of intercultural musical influences of the Western and Eastern world.
- Research Project: "Towards Algorithmic Transparency: Artificial Intelligence in the US Justice System." Teresa Schuster (Political Science and Philosophy, '22) will explore the use of artificial intelligence algorithms in the United States judicial system and their implications for judicial transparency.

Two 2021-2022 GL Student Fellowship recipients were named Global Learning Diversity, Equity, and Inclusion (DEI) Fellows:

- Research Project: "Male, Female, and Nonbinary Students in Chemistry: Uncovering What Affects Student Identity." Ingrid Lopez (Biological Sciences, '22) will study the differences in student identities between male, female, and nonbinary undergraduate chemistry students.

- Research Project: "Police Brutality and Security Policies Affecting Brazil's Marginalized Neighborhoods." Laura Vega (Political Science, '22) will examine the causes of excessive use of force by law enforcement in Brazil.

This year the OGLI was able to continue awarding global learning scholarships. Assistant Director Yenisleidy Simon led "Enacting Global Learning" a fundraising campaign that engaged twelve Alumni Ambassadors, as well as FIU faculty and staff in raising \$1,200 from 45 donors to support the Rupert L. Lyn scholarship fund:

- *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. One student, Nathalie Saliba (Biological Sciences, '24), was selected to receive the 2021 Rupert L. Lyn Global Learning Capstone Scholarship. The funds support a 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)."
- *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. One student, Amelia Raudales (International Relations, '22) received the 2021 Robert V. Farrell Global Learning Scholarship in Sustainable Development. These funds 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.

GL In the News. The OGLI was featured 32 times in FIU News and FIU Magazine. Published stories covered student internship experiences, award and funding recognition, alumni achievements post-graduation, and faculty accomplishments.

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

- **Awards.** In March 2021, FIU received **NAFSA's 2021 Paul Simon Award for Campus Internationalization.** Global Learning for Global Citizenship at Florida International University is the title of NAFSA's write-up on this premier award which speaks volume as to the centerpiece of internationalization at FIU.
- In November 2020, Dr. Hilary Landorf was invited by Allen Goodman, President of the Institute of International Education to become a founding member of the **National Academy of International Education (NAIE).** The mission of the NAIE is "to convene a group of distinguished thinkers to shape and advance international higher education in ways that address global challenges and build a more peaceful, sustainable, and equitable world."
- In June 2021, Dr. Hilary Landorf was conferred a second one-year appointment as **Senior Scholar with the Association of American Colleges and Universities' Office of Global Citizenship for Campus, Community and Careers.** 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 Universal Global and Intercultural Learning. In February 2020 Landorf delivered a virtual keynote address: “Connecting the Dots: Intercultural Competence, Global Learning and Student Success” to over 800 administrators, faculty, and staff at UNIMINUTO – Corporacion Universitario Minuto de Dios, Bogota, Colombia. In May 2021, Landorf teamed up with Stephanie Doscher, Director of FIU’s COIL Office, to give I gave a virtual keynote presentation, “Intercultural Learning: Why? What? How?” at the University College Dublin. In June, 2021, Yenisleidy Simon led a virtual workshop on "Global Trends in Internationalization of Higher Education" for faculty and staff participating in the Global Academy hosted by Universidad Católica de Manizales (UCM) in Colombia and Ukrainian Catholic University (UCU).

Empowering Student Leadership in Global Learning. In October 2020 several OGLI team members, and other FIU faculty and students presented at the AAC&U Global Citizenship for Campus, Community, and Careers virtual conference:

- Hilary Landorf presented “Multi-disciplinary Approaches to Empower Students as Global Health Stakeholders” with FIU faculty colleagues Alok Deoraj, Environmental & Occupational Health, Uma Swamy, Chemistry, and Wendy Guess, Marketing. Landorf also presented “Advancing Student Leadership for Social impact: The Millennium Fellowship Experience” with Yenisleidy Simon-Mengana and FIU’s Millennium Fellow Melanie Rodriguez. OGLI Sr. Program Coordinator Sherrie Beeson presented “Maintaining Community During Crisis” with Florencia Dominguez, OGLI Program Coordinator, and Taylor Saenz, OGLI Communications Assistant.

Global Learning and Diversity, Equity, and Inclusion. In January 2021, FIU’s Sr. Vice President for Human Resources and Vice Provost for Diversity, Equity, and Inclusion, El Pagnier Hudson, Indiana University’s (IU) Vice Chancellor for Diversity, Equity, and Inclusion, Karen Dace, IU’s Associate Vice Chancellor for International Affairs, Hilary Kahn, and Hilary Landorf conducted an invited virtual session on “Global Learning and Diversity, Equity, and Inclusion: Bringing Together Two Powerful Practices” at the Annual Association for American Colleges & Universities (AAC&U) conference. In February 2021, Indiana University Associate Vice Chancellor for International Affairs, Hilary Kahn, University of California – Davis Director of Global Engagements Jolynn Shoemaker and Hilary Landorf presented “Critical Collaborations between Diversity, Equity and Inclusion and Global Learning” at the virtual Annual Association of International Education Administrators (AIEA) conference. In March 2021 Yenisleidy Simon and Stephanie Doscher co-lead a global learning workshop entitled "Igniting Informal Diversity Interactions Through Virtual Exchange" for faculty at the University of Gottingen in Germany.

Global Learning Assessment. In November 2020 Landorf presented, “The Art and Science of Global Learning Assessment: Tools, Tasks, and Data” with FIU faculty colleagues Vernon Dickson, English, Tovah Bender History, and OGLI Sr. Coordinator Sherrie Beeson at the virtual NAFSA Region VII annual conference.

OGLI’s Impact on Student Learning and the Environment Supporting Student Learning, AY 2020-21

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 2020-21:

Program Goal 1: FIU will provide a sufficient number of GL-designated courses to enable students to meet the GL curriculum requirement outlined in the *Global Learning for Global Citizenship Curriculum Framework*. In order to determine whether FIU was adequately accommodating all students subject to the undergraduate GL graduation requirement during AY 2020-21, 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 AY 2020-21 (fall '20, spring '21, summer '21). Of the 248 GL courses available, 69% or 170 of these were taught during AY 2020-21. Many of these 170 courses were taught multiple times throughout AY 2020-21. Students were enrolled in 146 unique GL-designated courses in Summer 2020, 147 unique GL courses in Fall 2020, and 142 unique GL courses in Spring 2021.

A total of 33,013 students attended GL courses during AY 2020-21. Of this total, 4,215 were first-time-in-college (FTIC) freshmen. This number represented 97.2% of the 4,336 FTIC freshmen that entered during AY 2020-21 (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. Eight thousand thirty-five transfer students entering FIU in AY 2020-21 enrolled in GL-designated courses (see Table 3). This number represented 96.4% of the 8,335 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, 592 students took 5 or more courses, 1,307 students took 4 or more students took 4 courses, 4,364 students took 3 courses, and 11,447 students took 2 courses.

AY 2020-21 GL Course Enrollment Totals			
	Number of Students Entering FIU¹	Number of Entering Students Enrolled in GL Courses	Percentage of Students Entering Who Enrolled in GL Course
FTIC	4,336	4,215	97.2%
Transfers	8,335	8,035	96.4%

Table 3: Number of Students in GL Courses, By Class Status, AY 2020-21

The Global Learning Curriculum Oversight Committee approved 10 new GL courses during AY 2020-21. The committee also undertook 63 Triennial Reviews of GL courses, some of which had been initially designated during AY 2014-15, AY 2017-18, or AY 2019-20. Four GL designations were removed from courses by request of the departments due to the fact that they were no longer being taught. Continued interest in the establishment of new GL courses was welcome, as the original plan projected that in order to enable students to meet the GL requirement, there would not be a need to develop additional GL courses past AY 2011-12. One hundred percent or 72 of FIU's 72 undergraduate programs included one or more GL-designated courses in their degree's program of study.

Program Goal 2: The Office of Global Learning Initiatives will increase internal and external support for integrative global learning. FIU assessed this goal through annual

comparisons of student participation in integrative GL activities sponsored or co-sponsored by the OGLI and analysis of results from GLM program exit surveys, GLM program student reflection essays, and the Curriculum and Co-curriculum scales of the GPI.

- *Annual Comparisons of Student Participation:* During AY 2020-2021, there were 1060 students enrolled in the Global Learning Medallion program. The OGLI saw robust participation in its sponsored events with 730 individuals attending 22 Tuesday Times Roundtable (TTR) sessions up from 535 during the previous academic year. The OGLI hosted 16 additional virtual events with over 650 attendees, including New York Times Keynote Lecture on climate change, Enacting Global Learning month-long series of engagement opportunities, and Equity Challenges in Miami: How You Can Make a Difference Panel. Due to the COVID-19 pandemic, all events were hosted remotely via Zoom.
- *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 that students learned to work with diverse people toward a common goal, understood complexity in an interconnected world, and were inspired to work toward equity in all aspects of life. A student wrote, "I now understand that we are a part of the environment, and that we are deeply interconnected to planetary processes ... social justice is inextricably linked to environmental threats and the climate crisis." Another understood that "It can be very easy to take an issue and downplay its role because it is not directly happening to us. However, throughout my time in the program, I have been shown just how critical that ripple effect is and how essential it is to take into consideration other people's points of view." Students consistently reveal being inspired to work toward bettering their communities and noted how Global Engagement empowered them to see the ways they could affect and improve the lives of the community. One wrote, "I am very grateful that the Global Medallion Program walked me through this development process, to lead me to my own self-discovery as a listener, communicator, and actor in propagating change in this world while retaining the responsibility as the bearer of others' perspectives."
- *GPI Curriculum and Co-Curriculum Scales:* Three thousand six hundred eighteen graduating seniors responded to the curricular and co-curricular participation questions on the GPI during AY 2020-21. The OGLI found that on average, seniors graduating in AY 2020-21 participated in GL co-curricular activities while at FIU for 1.21 semesters. This is a slight increase from the rate of participation of AY 2019-20 seniors in GL co-curricular activities (1.17 semesters). The slightness of the increase may be partly due to the coronavirus global pandemic which forced all university activities to be held online until April 2021. The OGLI will closely monitor students' participation rate in co-curricular activities in the coming year.

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 2020-21. As a result, 66 of them attended the workshop. Due to Covid restrictions on in-person meetings, the workshop was redesigned to engage all participants in a virtual introduction to global learning and each other, followed by the completion of online modules in Canvas. Post-workshop survey results indicated that 100% felt they had a better understanding of global learning, global citizenship, and the global learning student learning outcomes. Some participants indicated they would have preferred the workshop include more time in the virtual space and less time spent in the online modules. Among the survey responses received from faculty, this quote highlights the importance of providing this professional development workshop: “It should be a mandatory criteria in every course. GL is perfectly suited to addressing the intricate issues we are facing in the 21st century.” Professors from disciplines as diverse as hospitality and engineering expressed their appreciation of how global learning informs their fields. One faculty member wrote, “Global learning is an important topic because it helps to bring focus on how everyone is interconnected in today’s world. It may not seem like it on the outside, but the beverage industry is influenced by a lot of global factors like the use of migrant workers, trade agreements, and climate change.” And another, “It [global learning] is critical for future engineers and an important part of design (in my area).”

Focus Groups: A total of 24 global learning faculty attended the end of semester focus groups in spring 2021. With the continuing need for fully online and remote teaching during the fall 2020 semester, the OGLI deployed a brief, four-question survey at the end of the fall semester, asking: “In what ways did students’ global awareness change? In what ways did students’ ability to understand different perspectives change? In what ways did students engage with you and/or their peers around a complex problem and why do you feel that was the case? What unique challenges or opportunities did you experience this semester in your role in guiding students’ global learning?” Of those who completed the survey, there was consensus that the pandemic had brought about greater global awareness among students. One professor shared that, “With all the challenges we experienced as a society, the students were engaged in self-reflection. Particularly with topics such as discrimination, inequality, and the value of life.” In general, respondents believed that despite the many challenges the pandemic caused, it also brought unique opportunities for us to examine ourselves and our impact on the world.

At the end of the spring 2021 semester, the Office of Global Learning Initiatives hosted three virtual focus groups for global learning faculty via Zoom. The purpose of the focus groups was to give faculty a space to debrief their global learning-designated course experiences in terms of what worked and what did not work in their efforts to further students’ development of global awareness, global perspective, and global engagement. Several themes emerged from these meetings that will inform the ongoing professional development that the OGLI offers. First, among the innovative teaching strategies and tools that faculty found to have worked well with students were: Visual Teaching Strategies; concept maps; Collaborative Online International Learning (COIL); virtual lectures given by international guest speakers; and, Virtual Study Abroad (VSA).

Another theme that became apparent across the focus groups was the importance of incorporating current events into the course content. As one professor explained, “I had a unit about men’s rights...[and] I brought in an episode about the wage gap between men and women, as the majority of my students identify as female. With the pandemic disproportionately

affecting female workers, more of my students in their reflections wrote that those were the most impactful items in content that they reviewed in the course, along with the racial wealth gap as well.”

A third theme that ran through the focus groups was the incorporation of the United Nations’ Sustainable Development Goals (SDGs) when considering the complex problems currently faced by so many of the globe’s citizens. For example, a religious studies faculty member had her students consider the different perspectives religious groups may bring to bear on one or more complex global issues.

One of the most challenging concerns for faculty during this last year was teaching for global engagement. As one modern languages faculty member asked, “How are you going to globally engage students without meeting, without going to Little Haiti, or without actually meeting the Quebecois at Canada Fest?” His answer to that question was to engage students in Talk Abroad, which was so successful that he plans to continue using it in the future. He and other faculty shared the fact that students were especially engaged when they had the opportunity to talk or collaborate with their classmates and international peers, whether formally through a COIL project or Talk Abroad, or during collaborative class discussions.

- *GL Faculty Hangouts:* We hosted six virtual Global Learning Faculty Hangouts this year with a total of 32 participants in attendance.

The first GL Faculty Hangout of the AY year was held in September 2020. Jenille “Jeni” Lopez, Instructional Design Specialist, and Miakel Alendy, Associate Director of Instructional Technology at FIU, presented on the use of innovative multimedia tools teaching tools Nearpod, Genially, and playposit. In October 27, Roxana Corradino, Adjunct Lecturer for the Department of Art and Art History, presented on how students can create the content for, record, and post podcasts. Professor Uma Swamy, Teaching Professor and General Chemistry Coordinator College of Arts, Sciences and Education (CASE) presented “Authentic learning in an Online Non-Majors Chemistry Course” in March 2021. Claudia Lau, Instructor for the Asian Studies Program at FIU, presented “Interactive Assignments,” featuring how to utilize VoiceThread in Canvas, in April 2021. During the month of May, GL faculty met in a Hangout to share what had been going well and what challenges they had faced during the months of teaching while observing COVID restrictions. In the summer of 2021, Rodolfo Rego, Associate Teaching Professor, Earth and Environment, School of Environment, Arts and Society, FIU, presented on one of the ways his department is addressing the need for using more open educational resources.

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 2020-21 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. Likewise, using a paired sample t-test for a subgroup ($n=200$) 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 six scales except interpersonal responsibility (see Table 4). Finally, using a paired sample t-test for a subgroup ($n=156$) of students who took the GPI as incoming transfers and as seniors, FIU found a statistically significant increase ($*p < .05$) in

students' average GPI scores on the Cognitive Knowing scale. 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 2012-2021						
GPI Scales	Cohort		Paired Sample: FTIC		Paired Sample: Transfer	
	2014-15 FTIC N = 2357	2020-21 Seniors N = 3038	2011-17 First Year N = 200	2020-21 Final Year N = 200	2011-17 First Year N = 156	2020-21 Final Year N = 156
Cognitive Knowing	3.45	3.46	3.41	3.51*	3.36	3.48*
Cognitive Knowledge	3.79	4.09**	3.76	3.93**	3.96	4.05
Intrapersonal Identity	4.15	4.33**	4.01	4.17**	4.23	4.29
Intrapersonal Affect	3.73	3.98**	3.78	3.91**	3.92	3.98
Interpersonal Social Responsibility	3.76	3.91**	3.78	3.82	3.87	3.87
Interpersonal Social Interaction	3.66	3.84**	3.58	3.69**	3.77	3.81

**p<0.01, *p<0.05

Table 4: Pretest/Posttest GPI Average Score Results, AY 2012-2021

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=3618) 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 was found to be significantly positively correlated with global awareness; participation in campus organized discussions on international or global affairs at FIU was positively correlated with global awareness. In addition, FIU leadership programs that stress collaboration and teamwork were found to be significantly positively correlated with global perspective.

These findings suggest that students' participation in GL courses drives their development of global awareness and global perspective, which could propel students to become globally engaged through FIU leadership programs.

Use of Results to Facilitate Continuous Improvement

Based on the evolving needs of students, faculty, staff, the *Global Learning for Global Citizenship* initiative, and Next Horizon Strategic Plan (2020-2025), the OGLI proposes the following improvements for AY 2021-22:

Program Goal: The OGLI will continue to closely monitor course offerings and student completion rates on a semesterly basis. The OGLI will collaborate with departments and advisors to promote available GL courses, continue to work with faculty to add new GL courses across disciplines, and capitalize on opportunities to build on academic program momentum.

Program Goal 2: The OGLI will focus on increasing the availability of co-curricular opportunities for students by developing and offering global learning focused micro-credentials for undergraduate and graduate students. The “Enacting Global Learning” micro-credential and digital badge will recognize FIU undergraduate students that actively engage in global learning. Learning outcomes of this program will focus on understanding global dynamics, perspective-taking, and acting for others’ well-being and sustainability. Participants will engage with the existing literature on global topics and participate in co-curricular activities and an action focused project with the goal of enacting social change in their local and global communities.

To increase cocurricular activities with global implications for Graduate Students, OGLI is working in close collaboration with the Department of Earth and Environment to develop a pilot program for a micro credential opportunity for Graduate Students. The proposed micro credential, the Global Learning Graduate Micro Credential, is a rigorous program that focuses on hands-on projects, community engagement and service, and opportunities to present students’ current research within global learning frameworks.

In the Spring of 2021, the OGLI recruited global learning students to join the Global Learning Student Board, a core group who will act as official student liaison for the OGLI. 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.

The OGLI will continue its commitment to infusing Diversity, Equity and Inclusion theory and practice to inform our programs. To that end, the Global Learning Student Board will continue implementing an initiative that aims to educate children and young adults in the Miami Dade school district about equity issues impacting our local communities. Additionally, two Global Learning Fellows have received the DEI GL designation due to their DEI centered scholarship.

Program Goal 3: The OGLI will continue to expand its publicity and diffusion of GL faculty members’ achievements facilitating global learning and students’ success online through the creation of a blog page that will feature one GL faculty per month.

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

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 continue its commitment to infusing Diversity, Equity and Inclusion theory and practice to inform our programs. In addition to the work cited in Program Goals 2 and 3 above, the OGLI is working with the DEI Council to develop collaborative opportunities for students and faculty centered on the research and engagement of the Sustainable Development Goals.

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
2020-21, (N=3618) (Alpha adjusted for Bonferroni correction)**

(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
Female (Male)	0.012	0.003	-0.023	0.039	0.157**	0.063**
Hispanic (Non-Hispanic)	-0.031	0.030	0.000	0.006	-0.030	-0.051
International (Non-International)	-0.085	0.032	-0.029	-0.059	-0.088	-0.062
Non Pre-Professional (Pre-Professional)	0.006	-0.006	0.022	0.002	0.081**	-0.004
First Time in College (Transfer or readmit)	0.076**	-0.137**	-0.123**	-0.071**	-0.107**	-0.123**
Participation in Co-curricular and Curricular Activities						
56. Events or activities sponsored by groups at FIU that reflect your own cultural heritage	-0.060**	-0.020	0.012	-0.028*	-0.003	-0.038**
57. Events or activities sponsored by groups at FIU that reflect a cultural heritage different from your own	0.014	0.024	-0.004	0.018	-0.008	0.044**
58. Community service activities at FIU	-0.008	-0.017	0.000	0.003	0.032*	-0.006
59. Campus organized discussions on diversity issues at FIU	-0.039*	0.008	0.014	-0.017	0.009	0.009
60. Campus organized discussions on international or global affairs at FIU	0.005	0.072**	-0.002	-0.010	0.000	0.024
61. FIU Leadership programs that stress collaboration and teamwork	0.007	0.013	0.041**	0.018	0.038**	0.032*
66. FIU global learning-designated courses	0.028**	0.001	0.002	0.019	0.002	0.004
67. Courses at FIU that include materials/readings on race and ethnicity issues	0.021	0.022	-0.002	0.009	0.022	0.018
68. Courses at FIU that include opportunities for intensive dialogue among students with different backgrounds and beliefs	0.039**	0.048**	0.032**	0.043**	0.032**	0.044**

**p<0.01, *p<0.05