# Annual Impact Report of

## Florida International University's

# Office of Global Learning Initiatives

**September 2023**

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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 *Global Learning for Global Citizenship* curriculum framework | • Annual comparisons of GL course offerings to 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<br>• Global Learning Medallion (GLM) program exit survey<br>• GLM program student reflections<br>• 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<br>• 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. | • GPI |

***Table 1: OGLI Program Goals and Assessments***

FIU has also established three global learning (GL) student learning outcomes (SLOs) defining the knowledge, skills, and attitudes of global citizenship in the 21st century. These SLOs and their corresponding assessments are listed in Table 2.

| GL SLO | Assessment |
|---|---|
| Global Awareness: Students will demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | • GPI, Cognitive-Knowing and Cognitive-Knowledge scales |
| Global Perspective: Students will demonstrate the ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems. | • GPI, Intrapersonal-Identity and Intrapersonal-Affect scales |
| Global Engagement: Students will demonstrate willingness to engage in local, global, international, and intercultural problem solving. | • GPI, Interpersonal-Social Interaction and Interpersonal-Social Responsibility scales |

***Table 2: GL SLOs and Assessments***

## OGLI's Impact on Student Learning and the Environment Supporting Student Learning, AY 2022-23

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 2022-23:

**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 2022-23, FIU compared the number of GL-designated courses taught and annual enrollment in these courses to annual entering student enrollment figures. Two hundred and fifty-four approved GL courses were available to be offered in AY 2022-23 (fall '22, spring '23, summer '23). Of the 254 GL courses available, 68.5% or 174 of these were taught during AY 2022-23. A total of 3,647 first-time-in-college (FTIC) freshmen enrolled in GL courses in AY 2022-23. This number represented 68.8% of the 5,300 FTIC freshmen that entered during AY 2022-23 (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 31,985 individual students completed GL courses in AY 2022-23.

Six thousand seven hundred seventy-two transfer students entering FIU in AY 2022-23 enrolled in GL-designated courses (see Table 3). This number represented 76.4% of the 8,869 transfer students entering that year, exceeding the goal of 75% GL course enrollment for incoming transfers.

| AY 2022-23 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** | 5,300 | 3,647 | 68.8% |
| **Transfers** | 8,869 | 6,772 | 76.4% |

***Table 3: Number of Students in GL Courses, By Class Status, AY 2022-23***

The Global Learning Curriculum Oversight Committee approved 11 new GL courses during AY 2022-23. The committee also undertook 41 Triennial Reviews of GL courses that had been initially designated during either AY 2014-15 or AY 2019-20. One GL designation was removed from a course by request of the department due to the fact that it was no longer being taught. Continued interest in the establishment of new GL courses was welcome. One hundred percent or 70 of FIU's 70 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 though annual evaluations 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 Evaluation of Student Engagement.** During AY 2022-2023 (summer ’22, fall ’22, spring ’23) students engaged in over 27 events organized by the Office of Global Learning and 10 events in which OGLI was a partner or participant. Events organized by our team ranged from program culmination, participant engagement, program information sessions, issue specific and civic engagement events. We also expanded the scope of our multi-part series on the Russian Invasion of Ukraine to include a photo gallery, reception, anniversary vigil, and discussions with Ukrainian refugees currently living in Poland. Altogether, upwards of 700 students engaged in GL programming outside of our regular Tuesday Times Roundtable series.

The OGLI also saw robust participation in its signature event series, the Tuesday Times Roundtable (TTR), a weekly series of moderated conversations presented in partnership with the New York Times. In AY 2022-23, 1,342 individuals attended 20 TTR sessions, more than double the attendance from the previous academic year. Part of our success this year was the intentional scheduling of four fully-online sessions, extending accessibility to fully online and commuter students who would otherwise not be able to attend. Topics ranged from the power of poetry in fostering understanding, developments in crypto spaces, economic approaches to community building, and an international look at women’s rights.

We also continued the New York Times Keynote Lecture as part of the spring series. New York Times reporter, Alisha Haridasani Gupta presented “The Secret Sauce to Revolutions,” in which she discussed with over 75 students the influence of women on historic revolutions across time and space.

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. Cocurricular program participants who graduated in the AY 2022-2023 (summer ’22 fall ’22 and spring ’23) self-reported 27 globally focused internships both in-person and virtually.

**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. One theme that stood out in the AY 2022-2023 (summer ’22, fall ’22, spring ’23), was the impact of global learning on student perspectives, which opened them up to new experiences and viewpoints. One student explained, “Since everything I do now has the potential to affect everyone else's life, whether locally or globally, I view things from an inclusive perspective. My global learning experiences were valuable because they provided opportunities to broaden my perspectives, gain new skills, and deepen my understanding of different cultures.” Students also noted that global learning experiences empowered them, helping many find their passions. One student shared, “As a result of my exposure, I thought about how others view the world on a much more layered and complex level.” Another student shared this insight: “In a world full of bigotry and bias, communities that celebrate diversity are essential. Being a global citizen is not a choice, but a responsibility for us all.”

**Tuesday Times Roundtable.** As part of the Excellence in Global Learning Medallion program, students attend Tuesday Times Roundtable sessions. As part of an effort to make the program more accessible, the program also offers an alternative to reflect on recordings of TTR sessions for this requirement. A recurring theme that appeared across student reflections was that students both learned something new and reflected on their experiences. One student wrote about “the need to take into account all the factors, external and circumstantial, and the understanding, respect, and communication we need for each person’s role.” Students also reflected on how they were challenged as they were encouraged to learn more. One student wrote “I have recognized that I do not interact with as many non-Hispanic individuals as I would like to. This TTR was able to calm many of my worries as I learned that nearly everyone else in the room also grappled with cultural dissonance and a desire to engage with other cultures.” Another noted that “it encourages global engagement through small actions that can go a long way, causing an impactful change.”

**Peace Corps Prep.** All graduating Peace Corps Prep certificate recipients completed a reflection as a required component of the program. In their reflections they looked back at the impact of their curricular and cocurricular engagement. A recurring theme that appeared across student reflections was reaching across differences in collaborations to find solutions. One student wrote, “The best way to change the world through education and tackle global issues effectively is by understanding the different perspectives and angles on such issues.” Another stated that “I am learning so much through this process - about reaching across differences, about respecting social expectations in accomplishing tasks and honoring culture.” Students consistently referred to communication skills they developed as a strength of the program.

**Enacting Global Learning Micro-credential.** As a result of the increased completion rate of the Enacting Global Learning Micro-credential for undergraduate students, the OGLI was able to gather data about student experiences in the course through reflective essays that were submitted at the end of the course. Students self-reported that the content in the course helped them understand key global learning concepts and identify opportunities to engage in global problem solving. A common theme in these reflections was the importance of taking action for the common good. One student noted, “This module helped me realize that it is completely possible for anyone to enact positive change in their communities, the only requirement is a passion for helping others.”

Another key takeaway from the course that students shared was the shift in their perspectives, as seen in this student comment: “These experiences challenged me to step out of my comfort zone, to confront and overcome obstacles, and to embrace new perspectives and ways of thinking.” These new perspectives generally inspired students to continue their global learning and their engagement. One student shared that, “This course helped me gain knowledge on practical solutions to global issues, which enables me to be a stronger decision-maker and better equipped to engage with those suffering from these issues and contribute to a positive change.”

**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 2022-23. As a result, 55 faculty members attended the workshop in preparation for teaching existing GL courses or developing new GL designated courses. Of participants who completed the post-workshop survey, results indicated that 100% felt they had a better understanding of global learning, 97% had a better understanding of the three global learning student learning outcomes, and 100% felt they had teaching strategies to equip students with knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. Among the survey responses received from faculty, these quotes highlight the importance of providing this professional development workshop: “The global learning course 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;” “I was able to implement strategies learned in the workshop to my course curriculum. These strategies included Backwards [Curriculum] Design, how to implement assessments and activities that support global learning, and how to include diverse content and readings within the course.”

**Focus Groups**. Over the course of three sessions in Fall 2022 and three sessions in Spring 2023, the OGLI explored with faculty successes and challenges in global learning-designated courses, as well best practices for helping students meet their global learning course outcomes. 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 yields powerful results. Successful course activities included YouTube videos, assignments where students inhabit the mindset of others, and the use of social platforms such as Slack and WhatsApp to encourage free and accessible communication. Ultimately, faculty noted that finding ways to connect course assignments to real world scenarios and experiences, including interdisciplinary experiences, supports the development of global awareness, perspective, and engagement. According to faculty, students expressed enthusiasm for tackling global topics such as human trafficking and international trade.

Faculty agreed about the challenges with engagement in the 2022-23 academic year, including students struggling with self-confidence and organization, and many students expressing anxiety regarding participating in open discussion about personally challenging or potentially partisan topics. Faculty expressed that “It takes more to get the class to a safe space” and that “students use the crutch of subjectivity, which inhibits their learning.” Several participants noted that these challenges are likely due to the residual effects of the COVID-19 pandemic on education, and the changing nature of student experiences in the current political climate of the United States.

**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 2022-23 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. Using a paired sample t-test for a subgroup (n=126) 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 Identity scale (see Table 4). Finally, using a paired sample t-test for a subgroup (n=75) of students who took the GPI as incoming transfers and as seniors, FIU did not find a statistically significant increase (*p<0.05 or *p<0.001) in students' average GPI scores on any of the scales. (see Table 4).

| Pretest/Posttest GPI Average Score Results, AY 2022-2023 | | | | | | |
|---|---|---|---|---|---|---|
| **GPI Scales** | **Cohort** | | **Paired Sample: FTIC** | | **Paired Sample: Transfer** | |
| | **2018-19 FTIC N = 867** | **2022-23 Seniors N = 2005** | **2012-20 First Year N = 126** | **2022-23 Final Year N = 126** | **2012-22 First Year N = 75** | **2022-23 Final Year N = 75** |
| **Cognitive Knowing** | 3.36 | 3.39 | 3.41 | 3.45 | 3.38 | 3.44 |
| **Cognitive Knowledge** | 3.76 | 4.07** | 3.96 | 4.07 | 3.88 | 3.99 |
| **Intrapersonal Identity** | 3.99 | 4.31** | 4.15 | 4.25* | 4.25 | 4.31 |
| **Intrapersonal Affect** | 3.58. | 3.84** | 3.90 | 3.95 | 3.91 | 3.92 |
| **Interpersonal Social Responsibility** | 3.62 | 3.82** | 3.88 | 3.85 | 3.72 | 3.82 |
| **Interpersonal Social Interaction** | 3.69 | 3.81** | 3.78 | 3.81 | 3.75 | 3.83 |

**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=2005) 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 *events or activities that reflect the students' own cultural heritage* positively impacts students' global awareness and global perspective, while participation in events or activities that *reflect a cultural heritage different from the students* positively impacts their global awareness and global engagement. We also found that *participation in global learning courses* to be significantly positively correlated with students' global awareness and global perspective; *participation in community service activities* at FIU was positively correlated with students' global perspective and global

engagement; *and participation in programs that focus on collaboration* was positively correlated with an increase in students' global awareness and 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.

## Significant OGLI Developments, AY 2022-2023

The Office of Global Learning Initiatives (OGLI) had a number of important developments in AY 2022-23. These developments were implemented to address FIU's *Next Horizon* 2025 strategic plan and OGLI program goal assessment results from the previous year.

**Fulbright Colombia:** Due to the long-term success of Global Learning for Global Citizenship, international educators and administrators from institutions around the globe turn to FIU for advice on frameworks, strategies and best practices for making global learning universal. One new development in AY 2022-2023 the OGLI, in collaboration with FIU Global and Fulbright Colombia, developed and delivered a four-week virtual Internationalization Training Program for 18 university representatives from institutions across Colombia, including SIOs, international office coordinators, deans and faculty. Revenues from this program go to helping undergraduate students with funding to conduct global learning research.

**Global Learning Forum:** On November 30, 2022, for the third consecutive year the OGLI and FIU Global co-hosted FIU's Global Learning Forum, a day of virtual hands-on workshops on designing and enacting global learning across the curriculum and co-curriculum. The 2022 GL Forum focused on the fundamental elements of global learning design. Ninety-two participants from the U.S., Argentina, Colombia and Chile took the opportunity to engage with FIU global learning administrators as well as international education experts from Colombia. Keynote speaker, Dawn Michele Whitehead, Vice Present of the Office of Global Citizenship for Campus, Community, and Careers at the Association of American Colleges and Universities (AAC&U), spoke about why global learning matters today. Proceeds from the Forum provide undergraduate students with funding to conduct globally focused research.

**Special Activities in Response to the Russian Invasion of Ukraine.**

As an extension of her work as a co-chair of the Ukraine Conflict Response Task Force created to assist FIU students and the local community by providing information, advocacy, and assistance for those affected by the Russian war in Ukraine, Assistant Vice President Dr. Hilary Landorf continued to lead events that provided information about the war and helped build solidarity at FIU and local communities for the plight of Ukrainians in their homeland and in diasporas. The medium of several of these efforts in AY 2022-23 was art and photography. In December 2022, the OGLI curated an exhibit of photographs of daily life during the war taken by students and faculty in Ukraine with whom FIU students have been in dialogue throughout the war. The exhibit took place on the 2nd floor of the Steven and Dorothea Green Library.

On February 23, 2023, to mark one year after the Russian invasion of Ukraine, the OGLI organized a candlelight vigil for Ukraine in the Graham Center pit. The vigil featured a running

slideshow of the photographs that had been on display at the Green Library as well as facts and figures from the war.

Motivated by the success of the photography exhibit in the Green Library, the OGLI expanded its scope by teaming up with Barry University and curating “War and Hope in Ukraine: The Power of Art” at FIU’s Miami Beach Urban Studios. This exhibit, in partnership with Seeds of Hope at Barry University’s Adrian Dominican School of Education included the photographs taken by college students and faculty in Ukraine and drawings by Ukrainian children who have sought refuge in South Florida. The exhibit ran from April 26 – September 12, 2023 and was seen by hundreds of people.

**Enacting Global Learning Micro-credential for Undergraduate Students.** During AY 2022-2023, the OGLI launched an undergraduate micro-credential, Enacting Global Learning. Undergraduate students across the curriculum learned about global issues, engaged in multi-perspective events, and gained hands-on experience with campus and community organizations with the goal of enacting positive change in their local and global communities.

The micro-credential was offered in fall 2022 and spring 2023. Although the fall session had less than 50% completion rate, revisions in both approach and curriculum resulted in a 67% completion rate in spring 2023. Changes to the micro-credential increased accessibility and allowed for more interaction between students and the OGLI team. Recruitment for the Spring 2023 cohort was done primarily through in-person tabling events, which added diversity to the cohort.

**Foundations of Interdisciplinary Global Research Micro-credential for Graduate Students.** In addition to launching a micro-credential for undergraduate students, the OGLI also launched a micro-credential for graduate students during AY 2022-23, Foundations of Interdisciplinary Global Research. Graduate students from 12 different departments across the university learned how to infuse their research with a global learning framework, participated in interdisciplinary dialogues on global competencies, and gained essential research skills.

The micro-credential seemed was offered in fall 2022 and spring 2023. In fall there were over 40 applications (the OGLI accepted our maximum of 23 students) signaling great interest among graduate students in increasing their knowledge and skills in doing interdisciplinary global research, and in working collaboratively across disciplinary lines. Eleven students from seven academic departments completed this session. In spring 2023, all 12 students (from 7 academic departments) who enrolled in the micro-credential saw it to completion.

**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 2023-2024 GL Student Fellowships:

*Engagement*: Alicia Rosales Sacasas, a senior in International Relations. Her project is ""Say Gay." To give a more well-rounded understanding of the LGBTQ movement in the United States to people living in Florida, to give a voice to those who are fighting to be heard, and most importantly, to inspire everyone to get engaged in local politics."

*Engagement*: "Unravel the Travel"; Natalie Martinez (Political Science/International Relations, Spring 2025) Goal: According to the student's submission, "This program is committed to creating and supporting an online community that will demystify application processes for high school and college academic and career opportunities, particularly those with travel or global citizenship components."

*Research*: "Roots and Resilience: Climate Justice for Little Haiti"; Asheley Gelin (Economics, Fall 2024) Goal: According to the student's submission, "At the end of my research, I want to establish a viable plan to tackle climate gentrification and create a meaningful impact in Miami's Little Haiti community."

*Research*: "Post-COVID Crisis: Describing Metacognitive Strategies and Cognitive Flexibility Among College Students"; Anastasia Romayrie Legouté (Psychology and Political Science, Spring 2024) Goal: According to the student's submission, "This study will help us describe how college students perceive their metacognitive and cognitive flexibility-related learning strategies, and if their use of the strategies corresponds with their self-reported GPA."

**The Millennium Fellowship.** The Millennium Campus Network and United Nations Academic Impact (UNAI) named FIU a Millennium Fellowship Campus for the fourth year in a row. The Fall 2022 cohort was comprised of 18 students. Each Millennium Fellow completed a local project that addressed one of the United Nation's Sustainable Development Goals (SDGs) and the UNAI principles.

For the first time, several students teamed to complete one project collaboratively, which they called Panthers Reducing Waste. The students working on Panthers Reducing Waste team analyzed various issues regarding sustainability, such as energy waste, food waste and food insecurity, and sustainable clothing. As a result of their collaborative effort, the Panthers Reducing Waste team opened the Panther Sustainability Hub at FIU's MMC Campus. While the Millennium Fellowship itself ended in December of 2022, this Hub is still in operation, run by the Fellows and other volunteers.

**Rupert L. Lyn Global Learning Capstone Scholarship**. This scholarship fund enables students pursuing the Global Learning Medallion to complete their capstone project, which can consist of globally focused research, an internship, a fellowship, study abroad, or intensive language study. Anastasia Legouté, a Junior majoring in Psychology and Political Science, was awarded the R.L. Lyn Scholarship. Her project is "Between Feminism and History: Women in the Haitian Revolution." Her work includes informational webinars and a 'Haitian Coffee Hour' to educate various communities about Haitian heroines.

**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.

Aloyse Abreu, a Senior majoring in Biological Sciences was awarding the R.V. Farrell Scholarship. His project is "Foraging Study of Sea Turtles of Saona Island." He is studying sea turtle feeding physiology to further understand their growth factors, reproductive output, maintenance demands, and population demographics.

**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:

- **Narrative Inquiry and Global Learning.** In November 2022, OGLI Program Manager Sherrie Beeson presented "Intentionally transforming teacher narratives through professional development: Using Digital Stories as (re)tellings and/or (re)presentations of Latin America and the Caribbean" with Dr. Sarah Mathews, Chair of the Department of Teaching and Learning, FIU at the Florida Educational Research Association's annual conference in Daytona Beach, FL. During the same month, Dr. Beeson presented "Pre- and in-service Teachers' Narratives of more Inclusive Global Learning" at the National Council of Social Studies' College & University Faculty Assembly Graduate Student Forum in Philadelphia, PA. She also presented "The Global Learning Stories of pre- and in-service Teachers," at the annual meeting of the American Association of Colleges & Universities (AAC&U) virtual Conference on Global Learning in October 2022.

- **Global Learning Faculty Development:** In May 2023, OGLI Assistant Vice President Hilary Landorf presented "Building Strong Faculty Bridges: A Critical Component of Campus Internationalization, with Adria Baker, Associate Vice Provost for International Education, Rice University, Jennifer Donaghue, Assistant Provost for International Education, George Washington University, and Zoe Petropoulou, Sr. Director of Global Engagement, St. John's University, at the annual NAFSA: International Educators conference in Washington, D.C.

- **Global Learning across the Curriculum:** In March 2023, Hilary Landorf was one of 4 panelists who participated in "Globalizing the Curriculum," an online forum hosted by the *Chronicle of Higher Education*. Along with Landorf, Dawn Whitehead, Vice President of AAC&U's Office of Global Citizenship for Campus, Community and Careers, Sanjam Ahluwalia, Professor of History at Northern Arizona University, and Dawn Wood, Dean of Global Learning at Kirkwood Community College discussed the What, Why, and Hows of infusing global learning throughout the curriculum at colleges & universities across the U.S. and beyond. Karin Fischer, chief international correspondent at the Chronicle, facilitated the discussion, with over 800 people in attendance online. Landorf also presented "Development of a Global Learning Curriculum at a Community College System" with Alejandra Bueno and Alma DeLeon, colleagues at Alamo Colleges District, at the AAC&U Global Learning Conference.

- **Integrative Global Learning:** In October 2022, Hilary Landorf, Sherrie Beeson and Erica Caton, Director of Educational and Faculty Development at FIU's Center for the

Advancement of Teaching co-presented “Building partnerships for Equitable Outcomes” at AAC&U’s virtual Conference on Global Learning. At the same conference, Landorf teamed up with OGLI colleagues Ana Prado and Michelle Zaldivar to co-present “A Co-Curricular Guide to Fostering Equitable Global Learning.” In January 2024, Landorf and Dawn Whitehead conducted an invited presentation at AAC&U’s annual conference in Washington, D.C.

**Awards.** In June 2023, Dr. Landorf was conferred a fourth 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 integrative global learning in universities throughout the world.-

## 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:** Based on feedback from students, the OGLI will continue to offer the GL Student Lounge space as a community-building area for students, staff, and faculty to come together to expand on global learning. Drop-in Advising hours and other events will be held in this space to enhance visibility.

The OGLI will use a GL Plug-In Module developed through FIU Develop to provide an introduction to global learning concepts and to the work done by the OGLI that will be accessible to both students and faculty. Currently, the module has been shared on Canvas Creative Commons and will be promoted to GL faculty and the FIU community. The goal is for this module to increase awareness and visibility of the OGLI and global learning at FIU.

In AY 2022-23, the OGLI’s student programming team added Global Learning Awards to graduating seniors that did not complete the GL Medallion program in its entirety. The OGLI will continue to offer these awards moving forward, making programming more accessible in terms of acknowledging global learning progress for students.

**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.

The OGLI launched the first Global Learning Faculty Open House in fall 2022 and will continue to host it in AY 2023-24. Open Houses are designed to 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 consistency of 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 efforts to work with faculty throughout the curriculum to revise courses for the GL course designation and offer professional development opportunities that focus on culturally responsive pedagogical practices. In terms of co-curricular programming, the OGLI will make every effort to deepen collaboration with departments such as the Office of Social Justice and Inclusion and the Center for Leadership and Service to co-sponsor events that promote multi-perspective dialogue and engagement.

## 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 2022-23, (N=2126) (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 |
|---|---|---|---|---|---|---|
| **56**. Events or activities sponsored by groups at FIU that reflect your own cultural heritage | 0.000 | 0.044 | 0.027 | 0.839 | 0.141 | 0.94 |
| **57**. Events or activities sponsored by groups at FIU that reflect a cultural heritage different from your own | 0.025 | 0.724 | 0.09 | 0.269 | 0.363 | 0.044 |
| **58**. Community service activities at FIU | 0.293 | 0.978 | 0.04 | 0.927 | 0.012 | 0.341 |
| **59**. Campus organized discussions on diversity issues at FIU | 0.016 | 0.634 | 0.208 | 0.05 | 0.638 | 0.786 |
| **60**. Campus organized discussions on international or global affairs at FIU | 0.235 | 0.004 | 0.311 | 0.417 | 0.383 | 0.595 |
| **61**. FIU Leadership programs that stress collaboration and teamwork | 0.901 | 0.866 | 0.008 | 0.126 | 0.011 | 0.009 |
| **66**. FIU global learning-designated courses | 0.011 | 0.697 | 0.401 | 0.024 | 0.958 | 0.902 |
| **67**. Courses at FIU that include materials/readings on race and ethnicity issues | 0.015 | 0.083 | 0.684 | 0.81 | 0.224 | 0.128 |
| **68**. Courses at FIU that include opportunities for intensive dialogue among students with different backgrounds and beliefs | <.0001 | 0.0001 | 0.000 | <.0001 | <.0001 | <.0001 |

*Reported values are the t-statistic, testing whether the particular coefficient in a linear regression is significantly different than zero*
= Significant positive effect