FIU | FLORIDA INTERNATIONAL UNIVERSITY

Florida International University's Quality Enhancement Plan

Global Learning for Global Citizenship

Submitted to the
Commission on Colleges
Southern Association of Colleges and Schools
January 2010 *(Revised, September 2010)*

On-Site Committee Visit: March 10-12, 2010

MARK B. ROSENBERG, PRESIDENT

DOUGLAS WARTZOK, PROVOST, EXECUTIVE VICE PRESIDENT, AND SACS LIAISON

FIU | FLORIDA INTERNATIONAL UNIVERSITY

January 10, 2010

Dr. Tom Benberg
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097

Dear Dr. Benberg and Members of the On-Site Committee:

Our new era is strategically focused on our vision of FIU as a leading student-centered urban public research university that is locally and globally engaged. FIU's design for achieving this vision is detailed in part in our Quality Enhancement Plan (QEP), *Global Learning for Global Citizenship.*

Global Learning for Global Citizenship is the result of more than three years of university-wide planning and development. I am proud to submit this innovative and ambitious QEP for your review. Our QEP reflects a commitment to fulfilling the key components of our institutional mission--research, service, and teaching--with its focus on curriculum, co-curriculum, and faculty development. With the implementation of *Global Learning for Global Citizenship,* FIU's mission will be directed toward preparing every FIU graduate for engaged citizenship and personal success in our increasingly diverse and interconnected world.

In this QEP, we commit to the process of enabling every undergraduate to develop global awareness, a global perspective, and an attitude of global engagement. Our QEP includes the resources, assessment processes, and communication strategies necessary to develop and sustain high-quality student learning over the long term. The President's and Provost's offices will ensure that QEP resources are responsibly spent, assessments take place and are acted upon, and communication of the QEP is ongoing. *Global Learning for Global Citizenship* will have a major impact on our students, our institution, and our local and global communities.

I appreciate the time and attention you are devoting to FIU's reaffirmation of accreditation process. I look forward to your on-site visit on March 10-12 and to engaging in a productive discussion concerning our QEP and its influence on the future of FIU.

Sincerely,

Mark B. Rosenberg
President

cc: SACS Leadership Team; QEP Design Team; Vice Provosts; Deans

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Abbreviation Guide

AAC&U	American Association of Colleges and Universities
ABC	Affect, Behavior, and Cognition
ACE	American Council on Education
AHGLCOC	Ad-Hoc Global Learning Curriculum Oversight Committee
APA	Office of Academic Planning and Accountability
BBC	Biscayne Bay Campus
CLO	Course Learning Outcome
CRA	Case-Study Response Activity
DOR	Division of Research
FIG	First-Year Interest Groups
FIU	Florida International University
GL	Green Library
GPI	Global Perspectives Inventory
MMC	Modesto Maidique Campus
OGLI	Office of Global Learning Initiatives
OPIR	Office of Planning and Institutional Research
QEP	Quality Enhancement Plan
RFP	Request for Proposals
SACS	Southern Association of Colleges and Schools
SGA	Student Government Association
SIPA	School of International and Public Affairs
SLO	Student Learning Outcome
TBL	Team-Based Learning
UCC	University Core Curriculum

EXECUTIVE SUMMARY

Global Learning for Global Citizenship is the Quality Enhancement Plan (QEP) for Florida International University (FIU). The purpose of the plan 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.

Beginning in fall 2010, FIU is phasing in a requirement that undergraduate students take a minimum of two global learning courses and participate in integrated global learning co-curricular activities prior to graduation. Students will take a global learning foundations course as part of their core curriculum sequence and a second global learning course in the upper division. Students may meet the requirement by taking approved upper-division global learning courses as electives or, where available, in their major.

Global learning is the process by which students are prepared to fulfill their civic responsibilities in a diverse and interconnected world (Hovland 2006). FIU will foster the knowledge, skills, and attitudes of global citizenship through interdisciplinary exploration of real-world problems in the curriculum and co-curriculum. Through global learning, all FIU undergraduates will 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 will use multiple methods to assess these global learning student learning outcomes (SLOs) and use assessment data for continuous improvement of student learning and quality control.

The QEP's success rests on the achievement of four program goals: (1) FIU will provide a sufficient number of global learning courses to enable students to meet the global learning graduation requirement outlined in the *Global Learning for Global Citizenship* Curriculum Framework; (2) FIU's faculty and Student Affairs professionals will integrate an increasing number of global learning co-curricular activities into the baccalaureate curriculum; (3) FIU's Office of Global Learning Initiatives will provide high-quality faculty and staff development workshops designed to advance interdisciplinary, 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 will be used to identify areas of improvement for the QEP 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 its QEP. FIU has allocated a budget of $4.11 million to implement the global learning curriculum and co-curriculum, maintain the Office of Global Learning Initiatives (OGLI), provide for significant professional and faculty development, execute a comprehensive communications and public relations campaign, dedicate classroom space and technology to accommodate global learning courses, and support co-curricular programs.

Since fall 2006 FIU has engaged in a broad-based process of identifying the topic of its QEP and developing and designing its components. This process has helped the FIU community to

realize that there is a gap between the founding purposes of the university and the educational opportunities provided for global learning. The implementation of FIU's QEP will bridge this gap. *Global Learning for Global Citizenship* is a university-wide initiative that has been embraced by FIU's students, faculty, administration, Board of Trustees, and greater community as integral to achieving the founding purposes of the institution: education of students, service to the community, and greater international understanding.

SECTION I: INTRODUCTION

For the FIU community, geography is destiny. FIU is ideally located in a wired, globally connected, colorfully diverse city—Miami. The city's international airport and seaport, its role as a bustling center for global tourism and trade, its tropical cuisine, vibrant arts, storied ethnic neighborhoods, and dynamic immigrant communities provide a living laboratory for college students. One of FIU's founding purposes, to promote greater international understanding, gives rise to its QEP, *Global Learning for Global Citizenship.* The QEP reinforces new FIU President Mark Rosenberg's vision of a student-centered FIU, in which learning, research, and creativity are used to engage students in local and global problem-solving.

This multi-year initiative is the university's roadmap for enabling students to act as engaged global citizens. Global citizens must have knowledge of interrelated issues, trends, and systems, the ability to analyze them from diverse points of view, and a willingness to engage in local, global, international, and intercultural problem solving.

FIU's location and diversity help to determine its mission, which will be directly enhanced by the QEP. The university represents a microcosm of Miami, with 83 percent of its forty thousand students coming from minority groups. The QEP will enable FIU to engage in an intentional, focused effort to bring students' unique knowledge and multiple viewpoints to bear in addressing real-world problems in the classroom, curriculum, and co-curriculum. The QEP embraces the geography and diversity of FIU, and uses them as resources for student learning. By developing *Global Learning for Global Citizenship* as its QEP, FIU is poised to commit its resources to meet the diverse needs of our global city and globalized world.

SECTION II: PROCESS USED TO DEVELOP THE FIU QEP

Initial discussion of FIU's QEP began in fall 2006. President Modesto A. Maidique charged Dr. Susan Himburg, FIU Director for the Southern Association of Colleges and Schools (SACS) reaccreditation process, with introducing key university constituencies to the QEP concept. She made presentations to the Deans' Advisory Council (Oct. 3, 2006), deans and chairs of the College of Arts and Sciences (Oct. 6, 2006), the department chairs from FIU's colleges and schools (Oct. 20, 2006), Student Affairs vice-presidents and associate vice-presidents (Oct. 25, 2006), graduate program directors (Oct 27, 2006), Student Affairs directors (Nov. 1, 2006), the Joint Faculty Senate/Administrative Strategic Planning Committee (Dec. 13, 2006), and the Faculty Senate (Jan. 16, 2007). In these presentations, Dr. Himburg explained the SACS requirements for a Compliance Certification Report and QEP. She stressed the SACS expectation of broad university involvement in the development, design, and implementation of the QEP. In the two meetings with Student Affairs staff, she also stressed the importance of student involvement in the choice of QEP topic.

To guide the development of the QEP, President Maidique established a SACS Leadership Team, composed of the president, members of the FIU administration, and faculty members. In its first meeting on April 3, 2007 the Leadership Team established a process for selecting the QEP topic. Given FIU's size, numerous campuses, and diversity, the team decided that the most efficient way to gather broad input regarding potential topics was to make a university-wide call for QEP topic proposals. The proposals would be discussed in open forums led by the SACS director and evaluated by the Joint Faculty Senate/Administrative Strategic Planning Committee. This committee was formed in 2005 to improve communication between faculty and administration during the university strategic planning processes. The SACS Leadership Team agreed that the Joint Faculty Senate/Administrative Strategic Planning Committee was well-positioned to play a key role in selecting FIU's QEP topic because of committee members' cumulative knowledge of and interest in strategic planning at FIU. The Provost decided that this committee would evaluate the proposals and make a recommendation for topic selection to the SACS Leadership Team. Overall, the selection process was developed to garner input from all relevant stakeholder groups, including students, faculty, staff, alumni, Board of Trustee members, and community members. Stakeholders' involvement in the QEP selection process is described in the following sections.

Requesting and Evaluating Proposals

On April 17, 2007 the FIU SACS director presented a Request for Proposals (RFP) for the FIU QEP topic to the Faculty Senate. The RFP stipulated that the QEP topic proposals be limited to two pages and evaluated according to the following criteria established by the SACS Leadership Team:

1. How well does the proposal identify a topic that is focused yet has broad interest and relevance?

2. How well does the proposal identify student learning outcomes (SLOs) associated with the proposed topic?
3. Is the proposed topic potentially viable with respect to the likelihood of adequate resources?
4. Is the proposed topic potentially viable with respect to the overall perception of the topic as being very important?

On April 24, 2007, President Maidique sent the RFP to the university community via the university e-mail system. Proposals were due back to the Office of Accreditation by September 28, 2007.

The SACS director met with six teams of six-twelve administrators and faculty members who were working on potential QEP topic proposals during summer 2007 to assist them in developing their topics. The six topics under development addressed internationalizing the curriculum, civic engagement, internationalizing the core curriculum, integrating the core curriculum, increasing information literacy, and improving writing skills.

Three QEP topic proposals were finalized and submitted to the Office of Accreditation by the September 28 deadline: "Internationalizing the International University", "FIU Engaged: Globalizing Academic Learning through Community Engagement", and "The First Two Years: Preparing Students for Success in Major, Career, and Global Community." The Joint Faculty/Administrative Strategic Planning Committee utilized data from a variety of institutional sources—student focus groups, open forum discussions, strategic planning research, and branding research--to evaluate the proposals against the four criteria.

Interest and Relevance

While the six teams were preparing their QEP topic proposals, the reaccreditation office researched student interest in potential topics. The office conducted focus groups with undergraduate students in summer 2007 and discussed what students hoped to gain from their FIU degree. The SACS director and an assistant conducted these focus group discussions with eleven freshman classes, four upper-division on-campus classes, and two online undergraduate classes. Dr. Himburg distributed a written summary of the student focus group results at a meeting with the Joint Faculty/Administrative Strategic Planning Committee on September 12.

After the three final topic proposals were submitted, open forum discussions were held on October 2 at the Biscayne Bay Campus (BBC) and on October 8 at the Modesto Maidique Campus (MMC) in order to gauge stakeholder interest and perceptions of relevance. Members of the Joint Faculty/Administrative Strategic Planning Committee attended these forums. Prior to the forums, the proposals were posted on the FIU SACS Web site to enable participants to become familiar with them. The FIU SACS director began each forum with a broad overview of the QEP development process. The authors of the three proposals then summarized key components and solicited questions and comments from attendees.

Attendees questioned the relevance of the proposal focusing on enhancing the quality of "The First Two Years" of undergraduate education, given that roughly half of the FIU undergraduate student body is composed of transfer students.

In both forums, representatives from the Student Government Association (SGA) expressed strong interest in the "FIU Engaged" proposal, which included a service-learning component. In focus groups, however, students expressed a strong interest in "Internationalizing the International University." Students in the focus group discussions conducted in summer 2007 expressed a clear desire for more internationally-themed learning experiences at FIU. When asked, "What competitive edge or value added will you need to gain at FIU in order to succeed after graduating from FIU," all upper-division participants mentioned learning more about global issues and perspectives.

Student Learning Outcomes

During the summer 2007 focus group discussions, students were asked to specify what they believed they needed to know and be able to do in order to succeed after graduation. Most typically, students responded that they needed knowledge and skills that would enable them to communicate and work in diverse settings. Representative responses included the following:

- "I expect that FIU should bring me knowledge about the world and myself."
- "I expect to get some learning experience and some knowledge in international study."
- "…Cultural sensitivity, foreign languages – anything that would help me gain experience in international settings."
- "You need to know other languages, know about other cultures and places."

All three topic proposals included suggestions for measurable SLOs, but the suggested SLOs in "Internationalizing the International University" were most closely aligned with those voiced in the student focus group discussions. They were also most closely aligned with FIU's mission and strategic planning (see "Importance of the Topic" below).

Adequacy of Resources

In the open forums, faculty were concerned that the "FIU Engaged" proposal was not viable due to the demographic composition of the student body. Forty percent of FIU's over thirty thousand undergraduates are comprised of part-time commuter students who work at least twenty hours per week, making the addition of a service-learning requirement infeasible for them [FIU VSA College Portrait]. They were also concerned with the high level of administrative oversight that would be needed to carry out a service-learning requirement for vast numbers of FIU undergraduates. No comments were made in the open forums concerning resource requirements for either "The First Two Years" or "Internationalizing the International University."

Importance of the Topic

To evaluate the relative importance of the three topics proposed to the university, the Office of Planning and Institutional Research (formerly Planning and Institutional Effectiveness) conducted an analysis of FIU's strategic planning documents, academic program self-study

reports, and branding research generated over the past decade. The analysis was initiated by Jeffery Gonzalez, Associate Vice President of Planning and Institutional Research and one of the members of the Joint Faculty Senate/Administrative Strategic Planning Committee. The analysis was conducted to identify major themes emerging from institutional self-study, determine if these themes were consistent with any of the three topics proposed, and ascertain whether the themes were aligned with the components of FIU's mission: research, service, and teaching.

The results of this review clearly pointed to internationalization as the most dominant theme for FIU. "Greater international understanding" was one of FIU's founding purposes. The three founding purposes of FIU--education of students, service to the community, and greater international understanding--are written in the Florida statute that established the university (Florida Department of State 1976). They can also be seen today, engraved on a plaque prominently displayed at the entrance to Primera Casa, FIU's first building. FIU's first president, Charles E. Perry, articulated these purposes in a 1974 press release, *International … It's Our Middle Name*.

> We realize that solutions to the problems of pollution, urbanization, and population growth which beset us can only be approached by a consciousness of their relation to the global human environment. It is this consciousness which led to the commitment of Florida International University not only to the traditions of higher education, but also to innovation in response to the changing needs of the citizens of the world (Florida International University 1974).

President Perry's vision of international understanding has been consistently reflected in FIU's strategic plans over the last decade. "International" was one of the five key strategic themes in *Reaching for the Top*, FIU's strategic plan for 1996-2000 (Florida International University Office of the Provost). In this document, "international" refers to FIU's founding mission of promoting international understanding. "International" is one of the six strategic themes identified in the *Millennium Strategic Plan, 2001-2010*. This plan also includes "international" as part of FIU's operational philosophy and as one of its institutional values. In accordance with the international theme, one of the plan's six institutional goals is to educate undergraduate students "to understand their culture and the culture of others and appreciate the complexities and diversity of our global society" (Florida International University Board of Trustees). In *FIU@Fifty*, a 2007 university document in which the goals of the *Millennium Strategic Plan* were extended out to 2015, "international expertise" is among five goals for teaching at the university. As expressed in *FIU@Fifty*, "international will be woven into the fabric of the undergraduate experience through curriculum requirements and practical field knowledge" (Florida International University Office of the President). *The Millennium Strategic Plan* was revisited again in 2008, when the president unveiled a more focused strategic vision of the university called *FIU 3.0*. In this document, "distinction in international education" is presented as one of the three primary objectives for the university. "In *FIU 3.0*, international will have academic substance and depth," said President Maidique (Florida International University Office of the President).

The theme of international involvement is also echoed in "Hit the Ground Running," President Mark Rosenberg's initiation of the current strategic planning process. President Rosenberg envisions FIU as "a leading student-centered urban public research university that is locally and globally engaged" (Florida International University Office of the President). Several of the drivers of that vision—student-centered academic success, engagement with the community, research and creative initiatives—involve the international reach of FIU's outlook and operations.

Once staff in the Office of Planning and Institutional Research (OPIR) identified "international" as a consistent theme in strategic planning documents, they examined how this theme was being implemented in terms of research, service, and teaching. OPIR found significant internationalization in both research and service. According to FIU 3.0, one of the centerpieces of international research and service is the newly established School for International and Public Affairs (SIPA). Launched in spring 2009, SIPA brings together seventeen different internationally-oriented programs, centers, and institutions to provide cutting-edge research, first-rate teaching, and innovative training necessary for the globalized world of the 21st century. SIPA recently received a $1.6 million grant from the U.S. Agency for International Development, Bureau for Democracy, Conflict, and Humanitarian Assistance, Office of U.S. Foreign Disaster Assistance, to implement a three-year risk management program for Latin America and the Caribbean. SIPA includes four signature departments: Politics and International Relations, Global and Sociocultural Studies, Public Administration, and Criminal Justice. It also houses many of FIU's most prominent area studies centers, institutes, and programs, such as the Latin American and Caribbean Center, the African and African Diaspora Studies Program, the Asian Studies Program, the Judaic Studies Program, and the Cuban Research Institute, the nation's leading institute for research and academic programs on Cuban and Cuban-American issues.

In the School of Nursing, the Minority Health International Research Training Program sends minority undergraduate and graduate nursing students and faculty abroad to collaborate with foreign nursing faculty at the University "La Sapienza" Rome, Italy; the Private University of Witten/Herdicke, Germany; Bielefeld University in Bielefeld, Germany; the National Khon Kaen University in Khon Kaen, Thailand; the University of Colombia, Bogota; and the Institute of Psychiatry, King's College, London, to provide international research training focused on clinical research about disparities in the care of chronic illness patients and families. Students become part of a faculty research team, choose a topic of interest within the area of health disparity in chronic illness care, and continue their study in another country with an international mentor.

FIU's award-winning Center for Leadership and Service incorporates an international dimension into its work through its Alternative Breaks program. Each year Alternative Breaks sends more than two hundred and fifty students to twenty-two sites around the globe to perform direct service towards many social issues affecting the global community.

OPIR staff explored the role of the international theme in teaching by analyzing program review reports for undergraduate degree granting programs. OPIR coded each report for internationally-related terms used in SLOs, vision statements, program goals, research, accomplishments, recommendations, and/or curriculum. In scanning the then most-recent self-study reports from 2001-2007, OPIR found that all fifty-seven programs that submitted

documentation reflected internationalization in one or more aspects of their programs. "International" was often used to describe curriculum, research, and program accomplishments. However, when OPIR looked at the SLOs submitted by these undergraduate degree programs during the same time period, they found that only seventeen (29 percent) of the programs reported an international SLO. In other words, OPIR found a gap between the recognition of the importance of internationalization and the implementation of international SLOs in these programs. In addition, assessment of SLOs related to internationalization was conspicuously absent.

This finding, the gap between the importance and the implementation of international learning in FIU's undergraduate educational programs, was corroborated by results of a branding research study conducted for FIU by the higher education marketing firm, Stamats. This study aimed at determining FIU's image among a variety of stakeholder groups. Over three thousand five hundred students, staff, faculty, alumni, prospective students, parents of prospective students, board members, and community leaders completed surveys for the study. The responses to the question "What is FIU's greatest strength" show that all groups rated the ethnic diversity of the university community as the university's strongest attribute (see Table 1).

Perceptions of FIU – "Ethnic Diversity of Students on Campus"	**Attribute rank of 24 attributes**	**percen t Very Good**
High school influencers	1	40 percent
Major donors	2	42.5 percent
Alumni	1	61 percent
Current students	1	58 percent
Faculty, staff and board members	1	66 percent
Business leaders	1	68 percent
Prospective undergraduate students	3	48 percent
Parents of prospective undergraduate students	1	44 percent
Prospective graduate students	1	52 percent

Table 1. Perceptions of FIU's attributes (Stamats 2008)

Diversity is a term widely associated with an international education, and, according to Stamats' research, FIU's stakeholders see the university population as diverse. When students, staff, faculty, and board members were asked to define the term "international" as it relates to FIU, the majority of respondents defined it as FIU's diverse/multicultural campus population. Stakeholders do not, however, associate the term "international" with the way undergraduate education is implemented at FIU. A small proportion of survey respondents thought that "international" was reflected in the global/worldwide perspective of the educational endeavors at FIU (see Table 2). For example, only 10 percent of staff, faculty, and board members and 9 percent of current FIU students defined the "I" in FIU as an emphasis on global/worldwide perspectives; 8 percent of staff, faculty, and board members, and 3 percent of current students

defined “international” at FIU as programs that have an international or global base. In other words, FIU stakeholder groups equate FIU’s international strength with the diversity of its population, but they do not associate it with an emphasis on diverse perspectives in the classroom.

When thinking about FIU, what does the term international mean to you?	*Staff, Faculty, and Board Members*	Students
Refers to the diverse/multicultural campus population	56 percent	69 percent
Global/worldwide perspective/emphasis	10 percent	9 percent
Refers to the location(s) of the college	10 percent	2 percent
Programs have an international/global base	8 percent	3 percent
A specific country/region	6 percent	4 percent
A detraction from what we really are/not true	5 percent	2 percent
Don't know/no answer	4 percent	3 percent
Education abroad/global opportunities	4 percent	3 percent

Table 2. Meaning of the term "international" (Stamats 2008)

Given these data, the Joint Faculty Senate/Administrative Strategic Planning Committee began to consider the "Internationalizing the International University" proposal as an opportunity for significant institutional improvement. Initiated by a team of thirteen faculty and administrators representing five of FIU's colleges and schools and several Arts and Sciences institutes and centers, the proposal specifically addressed the need to close the internationalization gap. Its author, Dr. A. Douglas Kincaid, Associate Professor in the Department of Global and Sociocultural Studies, argued that although FIU's name, location, and diversity created the widespread perception that FIU was internationalized, it was not engaging in comprehensive internationalization, defined as the "process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education" (Knight 1994). Dr. Kincaid noted that although FIU had many international features, such as a diverse student body, faculty members engaged in research outside the US, renowned area studies centers, and international professional programs, these resources were not purposefully coordinated across all four years of undergraduate education to address baccalaureate level SLOs. The purpose of "Internationalizing the International University" was to close this internationalization gap by preparing globally-competent students capable of demonstrating specific cross-cultural communication skills and international knowledge SLOs.

Recommending and Selecting the QEP Topic

The Joint Faculty/Administrative Strategic Planning Committee met to make their final decision for recommendation on October 16, 2007. Using the four criteria established in the QEP topic RFP, they ranked the three proposals from one to five—one being the lowest and five being the highest—on each criterion. "The First Two Years" received the lowest total score, "FIU Engaged" came in second, and "Internationalizing the International University" received the highest ranking.

On October 22, 2007, the committee forwarded its recommendation for FIU's QEP topic to the SACS Leadership Team. Heeding the data above, including the SGA's endorsement of the "FIU Engaged" proposal, the committee recommended that the SACS Leadership Team accept a combined proposal entitled, "FIU Engaged: Internationalizing the International University." The proposal included the following possible internationalization and service-learning strategies across the undergraduate curriculum: expanded international studies and foreign language course offerings and cross-cultural co-curricular activities in the lower division; expanded international studies course offerings and service-learning opportunities in the upper division; and customized international degree programs requiring education abroad and coursework in international studies and intercultural communications.

On November 1, 2007 , the SACS Leadership Team met to review the committee's recommendation. The team deemed the proposal too broad in scope. Due to its inviability, the idea of incorporating a service-learning requirement into the QEP was abandoned by the team. Considering the institutional assessment data analyzed by the Joint Faculty/Administrative Strategic Planning Committee, the SACS Leadership Team was confident that with a successful internationally-themed QEP, FIU could fulfill one of its founding purposes and long-standing strategic goals, promotion of greater international understanding for all undergraduates.

With a focus on internationalizing the undergraduate curriculum, the SACS Leadership Team sought to pare down the list of internationalization strategies in the committee's proposal to those that would enable the university to reach all undergraduates and address a yet-to-be developed set of SLOs. The team adopted the committee's recommendation that every FIU undergraduate take at least two internationally-themed courses, one in the core curriculum and one in the upper division. The team additionally proposed that the core curriculum courses be team-taught by faculty from multiple departments and that they include a common reading assignment and intercultural communication strategies. Although the SACS Leadership Team agreed that it would be useful to encourage students to participate in service-learning and education abroad, they decided that the cost to increase the university infrastructure to support these components as a graduation requirement was not feasible, so they left these requirements out of the plan. With these general parameters, the SACS Leadership Team chose the topic of curriculum internationalization for the QEP.

The SACS Leadership Team, with the assistance of the FIU SACS Director, articulated their vision for the QEP topic in a white paper entitled, "Adding an International Component to the Curriculum." The chair of the Faculty Senate distributed a draft of the white paper to the Senate via email prior to their November 13, 2007 meeting and solicited comments and suggestions. The SACS director attended this meeting and recorded senators' feedback, which was later shared with the SACS Leadership Team and incorporated into the final draft of the white paper. These modifications included the removal of examples of course themes and the addition of flexibility in the design of the upper-division course requirement for academic programs.

The Strengths of “Adding an International Component to the Curriculum”

Among the members of the SACS Leadership Team, there was consensus that the topic of internationalizing the undergraduate curriculum was very much in line with the university’s founding purposes, strategic planning, and institutional assessment data. The team knew that providing students with greater international understanding had been a consistent goal of FIU since its doors first opened for classes in 1972. They also knew from the institutional assessment data that there was a consistent gap between the university’s professed goals for curriculum internationalization and its actions, particularly in terms of SLOs and assessment. For the SACS Leadership Team, a QEP focused on internationalizing the curriculum was the perfect opportunity to bridge this gap and fulfill FIU’s goal of producing graduates who exhibit and act on greater international knowledge and skills.

What’s more, the team agreed that the international theme was strongly linked to FIU's mission: “to impart knowledge through excellent teaching, promote public service, discover new knowledge, solve problems through research, and foster creativity" (Florida International University Board of Trustees). All the elements of FIU’s mission—research, teaching, service, problem-solving, and fostering creativity—influence and are positively influenced by internationalization. In the 21st century, the FIU mission can best be accomplished by providing educational opportunities that enable its diverse student population to gain a global perspective, increase global awareness, and engage in real-world collaborative problem solving in an interdependent world.

SECTION III: DEVELOPING THE TOPIC

Following the selection of the topic, the FIU SACS director worked with the SACS Leadership Team in January 2008 to establish the composition of a QEP Development Team. This team was charged with working with the university community to develop the components of the QEP. The team was comprised of eleven faculty members with international education expertise and experience, appointed by the deans of each of FIU's colleges and schools serving undergraduates. It also included the international librarian, the director of the Academy of the Art of Teaching, the director of the Latin American and Caribbean Center, the director of the Center for Leadership and Service, the president of the SGA, and two ex-officio administrators from OPIR. During the course of its work, the Development Team refocused the initial topic in order to more aptly describe the emerging curriculum framework and SLOs.

Identifying Potential Components of "Adding an International Component to the Curriculum"

In preparation for the QEP Development Team's first meeting, the FIU SACS director drew up a list of potential QEP components based on the SACS Leadership Team's white paper. After its first group of organizational meetings, the QEP Development Team formed work groups to brainstorm and research each of these potential components:

1. SLOs and Assessment Strategies
2. Core Curriculum International Course Component Requirements
3. Upper-division International Course Component Guidelines
4. Writing and Oral Communication Strategies
5. Faculty Development
6. Communicating the QEP
7. Parallel Initiatives

On February 1-2, 2008, eight members of the QEP Development Team attended the annual American Council on Education (ACE) Internationalization Collaborative conference in Washington, D.C., to investigate best practices in campus internationalization initiatives. They learned that successful programs had common components: measurable SLOs, multiple student learning assessments, integrated curricular and co-curricular initiatives, and faculty development.

To ascertain whether the team was "on the right track," FIU hired an external internationalization consultant, Dr. Susan Sutton, Associate Vice President of International Programs at Indiana University-Purdue University Indianapolis. Dr. Sutton spent February 10-12, 2008, gathering information about the FIU's QEP development process and progress. In her report, Dr. Sutton lauded the possibility of a two-course requirement: "By enacting a two-course, university-wide

requirement, FIU can be a leader in the movement toward international learning for all." The QEP Development Team spent the rest of spring 2008 researching, discussing, and drafting ideas for each QEP component.

Hiring a QEP Director

In August 2008, the provost and the vice president for academic affairs hired Dr. Hilary Landorf, associate professor of social studies/global education in the College of Education, as FIU's QEP director. Dr. Landorf holds a Ph.D. in international education from New York University and came to the directorship with ample administrative experience, scholarly knowledge of international and global education theory and curriculum, faculty development skills, and expertise in assessment. Since her arrival at FIU in 2002, Landorf has served in various leadership capacities in the College of Education: as program leader of both the social studies education and the international/intercultural education programs, as associate director of the Global Awareness program, and as director of the Institute of International and Intercultural Education Initiatives.

In fall 2008 Landorf formed an office and chose Stephanie Doscher as associate director. Doscher is a doctoral candidate in educational administration and supervision at FIU. She has published articles in peer-reviewed journals and presented papers internationally on such topics as education for sustainable development, educational ethics, and educational leadership preparation. She came to the position with expertise in curriculum development, faculty development, and assessment. Landorf also hired a program assistant to oversee organizational and clerical tasks. In fall 2009, she hired a graduate assistant to help with the communications and public relations campaign and assessment for the QEP.

Charged with facilitating the development, design, and implementation phases of the QEP, Landorf's office was given the following responsibilities:

- Provide leadership, research, and professional support for all QEP activities
- Develop and implement a communications and public relations plan
- Develop and implement a program-level evaluation plan, including student learning assessment
- Develop and implement a timeline and resource plan
- Prepare the SACS QEP report and the five-year impact report
- Conduct faculty development workshops and training
- Conduct QEP information sessions for all university stakeholders

Landorf's office reports to Academic Affairs [Office of the Provost Organizational Chart]. Academic Affairs conducts annual performance evaluations of the office staff.

Refocusing the Topic: From Internationalization to Global Learning

At the September 17, 2008, meeting of the QEP Development Team, Dr. Landorf discussed the focus of the QEP and the use of the term "international" rather than "global" to describe the topic. In summary, while "international" commonly refers to a relationship between nation-states, "global" is a broader term, encompassing global, international, intercultural, and local interconnections. Landorf's research on the development of the QEP prompted her to bring up this distinction. She noted the prominent use of "global" in all three QEP proposals, as well as the term's frequent use in Development Team discussions. Institutional research conducted by Landorf's office during fall 2008 also led her to address this issue. In eleven faculty and student focus groups, Landorf and Doscher asked participants this question: "Is there a difference between international and global?" A majority of participants thought that the two terms represented different concepts, that "global" was a broader term than "international," and that "global" was more suited to FIU.

On October 15, 2008, the QEP Development Team decided that the term "international" was less appropriate to FIU's QEP than "global." The team adopted the definition of "global learning" provided by the American Association of Colleges and Universities' (AAC&U): "the process by which students are prepared to fulfill their civic responsibilities in a diverse and interconnected world" (Hovland 2006). In addition, the team established a more specific and focused purpose for the QEP process: "to provide every FIU undergraduate with educational opportunities to achieve the knowledge, skills, and attitudes of global citizenship" (Appendix A: *Global Learning for Global Citizenship* Curriculum Framework). This prompted a new title for the QEP: *Global Learning for Global Citizenship.* This also prompted naming Landorf's office the Office of Global Learning Initiatives.

Global Learning

Global learning is an educational process developed in response to the ways in which globalization has transformed everyday life. Many of these changes were driven by an unprecedented acceleration in the pace, volume, and scale of information sharing during the 20th century (Castells 1999, Thompson 2003). Thick information networks not only opened individuals' eyes to diverse problems and perspectives, they also enabled a new understanding of the interconnectivity of individuals and societies. "The truly revolutionary impact of the Information Revolution is just beginning to be felt…This is profoundly changing economies, markets, and industry structures; products and services and their flow; consumer segmentation, consumer values, and consumer behavior; jobs and labor markets. But the impact may be even greater on societies and politics and, above all, on the way we see the world and ourselves in it" (Drucker 1999, 47).

In the past, the knowledge supply remained relatively constant. Knowledge, skills, and attitudes formed through a traditional liberal arts education were adequate over the long term (Brunold 2005). Due to the proliferation of interconnected knowledge networks, a traditional liberal education, once deemed global because of the breadth of exposure students received to discrete disciplines, no longer suffices. In order to gain knowledge, skills, and attitudes appropriate for citizenship in an increasingly globalized world, students need an education that "prepares them to deal with complexity, diversity, and change" (*College Learning for a New Global Century* 2007). As an educational process, global learning provides the conditions for

students to gain this preparation by explicitly focusing on interconnections between disciplines, perspectives, people, problems, trends, and systems.

The QEP Development Team agreed that the strengths of "Adding an International Component to the Curriculum" also applied to *Global Learning for Global Citizenship*. In its inclusiveness of global, international, intercultural, and local issues, as well as its focus on diversity, interconnectedness, and problem solving, global learning aligned with FIU's founding purposes, strategic plan, and mission. Moreover, the team agreed that global learning prioritizes the formulation of SLOs whereas comprehensive internationalization does not. Comprehensive internationalization addresses the processes of the university. In contrast, global learning focuses on the processes involved in student learning.

Establishing the Components of *Global Learning for Global Citizenship*

By the conclusion of its one-year term in December 2008, the QEP Development Team had reached consensus on two recommendations for moving the QEP forward. Their recommendations, which emerged out of team meetings and, in particular, discussions about the newly refocused topic for the QEP, were as follows:

- Convene a QEP Design Team to establish the curricular and co-curricular components of *Global Learning for Global Citizenship.*
- Define SLOs to address the knowledge, skills, and attitudes of global citizenship.

In January 2009 the provost appointed the QEP Design Team to follow through on these recommendations and create a detailed blueprint for a feasible global learning QEP. The Design Team had thirteen members, composed of the following: four faculty members from four different colleges and schools, the director of the Center for Leadership and Service, the director of SIPA, the vice president for Enrollment Services, the assistant dean of accreditation for the College of Business, the dean of Undergraduate Education, the senior director of membership of Alumni Relations, the vice provost of Academic Planning and Accountability, and the peer advisor coordinator of the SGA. It was intentionally a smaller group than the Development Team, as its purpose was to design the details for implementing the QEP. Members were appointed by the Provost and were chosen for their close understanding of FIU's governance structures, institutional processes, curriculum, and resources. Some members of the QEP Development Team joined the Design Team to insure continuity.

The team began its work by designing the QEP's curriculum framework. It also determined a process for gaining faculty approval for the framework, global learning SLOs, and the addition of global learning courses in the curriculum. The team refined the approach to providing global learning opportunities in the co-curriculum and established priorities for faculty and staff development. These elements are described in more detail below. The QEP Design Team completed its work in August 2010. In September 2010 a QEP Implementation Team will be convened to oversee all the elements of *Global Learning for Global Citizenship* and make

recommendations for adjustments based on student learning outcome and program evaluation reviews.

Global Learning Courses

The two-course global learning exit requirement, recommended by the QEP Development Team and Dr. Susan Sutton, was articulated in the Design Team's first draft of the global learning curriculum framework. In response to student and faculty concerns voiced in focus groups and open forums, the QEP Development and Design teams adhered to a commitment that new exit requirements not raise the total number of credits required for graduation in any student's credit audit. The Design Team relied on members' knowledge of the curriculum approval procedures, governance structure, enrollment patterns, and space and scheduling constraints to design a feasible global learning curriculum framework. Based on these factors, the team incorporated the following aspects into the draft:

- **Two-course developmental sequence**: The framework gives students a minimum of two opportunities to achieve the global learning SLOs. The courses are developmental in that the global learning foundations courses equip students with knowledge, skills, and attitudes that they can apply in upper-division global learning courses and in other courses throughout the lower and upper divisions.

- **Interdisciplinary global learning foundations courses in the core curriculum**: Global learning foundations courses are interdisciplinary in content. They deal with essential questions and complex issues that are best understood and addressed through multiple disciplinary perspectives. Foundations courses are placed in different categories of the core curriculum in order to provide students with thematic choices. These courses set the stage for students to make interdisciplinary connections throughout their university career. These courses address the global learning SLOs (see "Student Learning Outcomes for Global Learning" below).

- **Upper-division global learning courses:** These courses will give students opportunities to apply the knowledge, skills, and attitudes gained in the foundations courses. These courses also address the global learning SLOs.

From April to August 2009, the OGLI contacted the directors of all academic programs that offer undergraduate degree programs online, offshore, and off-campus to discuss the feasibility of the curriculum framework in their programs. Regardless of their location and course delivery process, all undergraduate degree programs are included in the QEP global learning curriculum requirements.

The Design Team recognized the importance of centralizing the administration of the global learning foundations courses. Given that these courses are interdisciplinary and can be taught by different faculty from various departments and colleges, the Design Team recommended that the global learning foundations courses be housed in Undergraduate Education. Undergraduate

Education will support and enhance the implementation of the global learning courses through its constituent programs: the Freshman Interest Groups, the Learning and Testing Centers, Academic Advising, Transfer and Transition Services, Scholarships, ROTC, Student Exchange, and Education Abroad. In June 2009, the Provost announced to college and school deans that the global learning foundations courses would be housed in Undergraduate Education.

Co-curricular Global Learning Experiences

From the outset, the co-curriculum has been integral to *Global Learning for Global Citizenship*. FIU's QEP builds on existing co-curricular opportunities that emphasize service-learning and international awareness. Two popular examples are the Alternative Breaks program and International Education Week.

Alternative Breaks is FIU's largest service organization. The purpose of the program is to transform students from "members of society" into thinking, caring "active citizens" who prioritize community in their life decisions. The program engages clusters of students in service-learning projects during their spring break. Projects have addressed issues ranging from homelessness to literacy, and they take place at both domestic and international sites. Recent trips have included the restoration of a national park in Costa Rica and a mentorship program at a Nicaraguan elementary school.

International Education Week (IEW) is a joint venture between the U.S. Department of State and the U.S. Department of Education that attempts to prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences in the United States. Businesses, universities, community organizations, and international organizations across the country take part in the weeklong event in November. FIU's IEW takes place at both MMC and BBC. FIU's 2009 IEW was comprised of career workshops, culinary events, art exhibitions, student panels and information sessions on education abroad and international internships, digital video conferences with Department of State officials, visits by local consulates, and a film festival. The event was coordinated by the International Student and Scholar Services with aid from a number of FIU departments including but not limited to the OGLI, the U.S. State Department Diplomat in Residence, the Office of Education Abroad, Multicultural Programs and Services, the Jack D. Gordon Institute for Public Policy, the SGA, the International Student Club, and the Office of Campus Life & Orientation.

Although many existing activities promote international and civic education at FIU (Appendix C: Co-curricular Global Learning Programs and Services), the QEP Design Team recommended a more focused, integrative approach to co-curricular global learning. They proposed a partnership between global learning faculty and Student Affairs staff to develop a mutually reinforcing global learning curriculum and co-curriculum. Co-curricular activities would be designed to enrich global learning courses and in turn, global learning courses would prepare students to participate in and gain more benefits from their co-curricular learning experiences. This approach aligns with "Principles of Excellence" outlined in AAC&U's report, *College Learning for the New Global Century* (2007), which recommends making SLOs a framework for

the entire educational experience. It also aligns with the *Learning Reconsidered* (Keeling 2004) paradigm under which FIU's Student Affairs division operates. *Learning Reconsidered* is an argument for the integrated use of all of higher education's resources in the education and preparation of the whole student. It defines learning as a comprehensive, holistic, transformative activity that integrates academic learning and student development, processes that have often been considered separate and even independent of each other.

Prior to the development of the QEP, FIU faculty and Student Affairs staff had not worked together in a structured, integrative fashion. The QEP and its common global learning SLOs provided a platform and process for building a climate of integration at the university. The Design Team recommended that the OGLI act as a communications liaison between faculty and Student Affairs staff. They recommended that all global learning foundations courses include an integrated co-curricular activity. To accomplish this, faculty and Student Affairs staff began working together after the global learning foundations courses were developed in summer 2009. As planned, integrative co-curricular development meetings commenced in fall 2009 and will continue regularly over the long-term implementation of the QEP.

The first activity developed under this integrative approach was the Tuesday Times Roundtable series. These weekly discussions of *New York Times* articles on global issues, events, and trends is a companion to the newly-developed global learning foundations course, *How We Know What We Know.* The entire FIU community is invited to these multi-perspective discussions moderated by faculty, staff, and students. The Tuesday Times Roundtable series addresses the global learning SLOs and the *How We Know What We Know* course outcomes. The OGLI is using surveys to indirectly assess student learning from the events, and the *How We Know What We Know* faculty are using embedded questions to assess the influence of the talks on student achievement of the course outcomes. Several other newly-developed and revised global learning foundations courses are including this series as a course requirement or extra credit opportunity to increase students' global awareness and global perspective.

Faculty and Staff Development for Global Learning

The Design Team was aware that the QEP's purpose, educating all FIU undergraduates for global citizenship through global learning, required a fundamental shift in practice for some faculty and staff. Therefore, the Design Team suggested that the OGLI provide faculty and staff development for global learning. They recommended global learning course development workshops for faculty developing and teaching sections of global learning-designated courses and co-curricular development work sessions for global learning faculty and Student Affairs professionals. The Design Team recommended that faculty and staff resources be placed on the QEP Web site for easy reference.

Global Learning for Global Citizenship Curriculum Framework

The process used to approve the *Global Learning for Global Citizenship* Curriculum Framework adheres to the Constitution and Bylaws of the Faculty Senate, the Bill of

Collective Rights, and the University Curriculum Committee Policies and Procedures Manual, which confirm that the faculty of the institution hold authority through collegial self-governance and are primarily responsible for the content, quality, and effectiveness of the curriculum. "University faculty members decide and develop the curriculum that will be offered to students within the limits established by state rules and regulations. Faculty members are the academic authorities of the University" *(Bill of Collective Rights).*

On February 17, 2009, the draft global learning curriculum framework was submitted for endorsement and approved by the Faculty Senate as a committee of the whole. This was facilitated by the chair of the Faculty Senate and carried out in order to gain faculty support for the direction in which the QEP was moving.

On January 12, 2010 the Faculty Senate approved the curriculum framework. Beginning in fall 2010, the framework will be phased in as part of FIU's graduation requirements. The global learning graduation requirement will be implemented in two phases. The requirement will apply to first-time-in-college (FTIC) students only in fall 2010. The requirements will apply to all undergraduate students matriculating in fall 2011 [Undergraduate Catalog, 2010-11].

Global Learning for Global Citizenship Curriculum Framework

The purpose of Florida International University's *Global Learning for Global Citizenship* Quality Enhancement Plan (QEP) is to provide every FIU undergraduate with educational opportunities to achieve the knowledge, skills, and attitudes of global citizenship. In order to meet this goal, the global learning curriculum will follow the following developmental structure:

Global Learning Foundations Course

Students entering FIU without an Associate of Arts degree from a Florida public institution will take a minimum of one (1) global learning foundations course within the core curriculum.

- A minimum of six foundations courses will be developed. These courses will address the three[1] global learning outcomes. Courses will be interdisciplinary in content.
- Foundations courses will be placed within existing categories of the core curriculum. They will fulfill both the core curriculum category requirement and the global learning foundations course requirement.

Upper-division Global Learning Course

Students will take a minimum of one (1) upper-division global learning course, which may include a global learning foundations course. Students who enter FIU with an

[1] Amended from six to three on June 15, 2010 [FS Motions 6/15/10; Student Learning Outcomes 6/15/10].

Associate of Arts degree from a Florida public institution will take a minimum of two (2) upper-division global learning courses. Students may meet the requirement by taking approved upper-division global learning courses as electives or, where available, in their major. Upper-division global learning courses will address the global learning outcomes.

The schedule for initiating implementation of the QEP is based on the phases of the graduation requirement. FIU will offer a sufficient number of global learning courses with a sufficient number of seats to enable all students to meet their global learning requirement from 2010-15. In 2010-11, FIU will offer a sufficient number of global learning foundations courses in the University Core Curriculum (UCC) with a sufficient number of seats to accommodate its FTIC students. In fall 2011, when the requirement applies to all students, FIU will increase the number of global learning foundations courses and seats to accommodate both FTIC students and transfer students entering FIU without an AA degree from a Florida public institution [Enrollment Capacity of Global Learning Foundations Courses 2010-12]. In addition, in fall 2011 FIU will offer a sufficient number of upper-division global learning courses with a sufficient number of seats to accommodate the two-course requirement that applies to transfer students matriculating with an AA degree from a Florida public institution [Upper-division GL Course Development Initiation Enrollment Capacity 2011-12]. In 2012-2013 FIU will offer a sufficient number of upper-division global learning courses and seats to accommodate all upper-division students [2012-13 Projected Number of Upper Division Global Learning Course Seats Available].

SECTION IV: STUDENT LEARNING OUTCOMES FOR GLOBAL LEARNING

In spring 2008, the QEP Development Team formed a subcommittee to generate a first draft of potential SLOs for the QEP's curriculum and co-curriculum. The committee's efforts were directed by the "Adding an International Component to the Curriculum" white paper, which stated that the overarching goal for the QEP was for students to become better global citizens with problem solving and communication skills related to local and international issues. The committee drafted a set of SLOs associated with the awareness of global events and cultures, the ability to solve problems, and written and oral communications skills.

In discussions, members of the QEP Development Team voiced concern that the draft SLOs were not cohesive because they addressed two separate topics: international awareness and communication skills. Some noted that the draft SLOs did not describe a developmental learning process and that they did not address attitudes associated with global citizenship. By the time the QEP topic was refocused on global learning in fall 2008, the team agreed that the QEP's SLOs should address the knowledge, skills, and attitudes of global citizenship. They asked the OGLI to conduct a review of the literature on global citizenship to identify potential SLOs. This literature is summarized below.

Global Citizenship

The concept of global citizenship was born in classical Greece, but it has taken on new relevance in the 21st century (Appiah 2006b). Global citizenship is a distinctly different notion than that of national citizenship. Whereas national citizenship is defined as a set of rights and responsibilities granted by the nation-state, global citizenship is a disposition that guides individuals to take on responsibilities within interconnected local, global, intercultural, and international contexts (Steenburgen 1994). National citizenship is granted by virtue of birth, heritage or naturalization, but according to Nussbaum (2004), global citizenship is an outlook developed through education. "Cultivating our humanity in a complex interlocking world involves understanding the ways in which common needs and aims are differently realized in different circumstances. This requires a great deal of knowledge that American college students rarely got in previous eras…We must become more curious and more humble about our role in the world, and we will do this only if undergraduate education is reformed in this direction" (45).

Nussbaum has argued that global citizens cannot function on the basis of factual knowledge alone. Global citizens must possess an understanding of both prevailing world conditions and the interrelatedness of issues, trends, and systems. Adams and Carfagna echoed this position in *Coming of Age in a Globalized World: The Next Generation* (2006), arguing that global citizens must understand contemporary interconnected local and global dynamics. Likening

knowledge of interrelatedness to a connect-the-dot puzzle, the authors warned of the danger of focusing on the isolated dots, rather than the connections between/among them: “As a society, we are flooded with information. It can be overwhelming, but it is critically important to find meaning…Without understanding relationships and connections, we are forced only to react to isolated events. We can never make decisions or act in a way that anticipates or takes advantage of trends or events. We must each therefore develop the ability to connect the dots” (2).

Global citizens also need to be able to discern the distinctive and common qualities between their own perspectives on the world and the perspectives of others. One’s perspective consists of ordinarily unexamined assumptions, evaluations, explanations, and conceptions of time, space, and causality (Hanvey 1982). Once a person has developed a sense that (s)he has a perspective that is shaped by subtle influences, (s)he can then learn to understand that others have different perspectives, and that people use multiple methods to create meaning from experience (Tomlinson 1999). These methods emerge from cultural, religious, socioeconomic, and disciplinary frameworks. The ability to understand issues from multiple perspectives is critically important to problem solving in a diverse and interconnected world.

As a result of their global understanding, global citizens perceive themselves as shaping the conditions of the world rather than merely navigating them. National citizenship carries with it rights and responsibilities, but as global citizens, people are driven to define rights and take on responsibilities as a result of their attitude of engagement. Understanding that they live in an increasingly interconnected world and that the well-being of others impacts their own well-being, global citizens accept shared responsibility for solving problems (Hanvey 1982). What’s more, global citizens are willing to take action to solve these problems (Falk 1994). In summary, global citizens view themselves as change agents. They base their actions on an in-depth understanding of interrelated world conditions and a multi-perspective analysis of problems. The QEP’s global learning SLOs were developed on the basis of this understanding of global citizenship.

Refining and Approving the Student Learning Outcomes

From fall 2008 through summer 2009 the OGLI solicited feedback from groups of FIU stakeholders on the theoretical validity, observability, measurability, and practicality of multiple drafts of global learning SLOs. Those consulted included faculty and student focus groups, faculty assemblies of the eleven colleges and schools that enroll undergraduates, the SGA, the Faculty Senate, Student Affairs directors, members of the President's Council and the FIU Foundation, the Board of Trustees, the QEP Development Team, the QEP Design Team, and the SACS Leadership Team (Appendix B: QEP Discussions). Using feedback from these meetings, the OGLI revised and refined the global learning SLOs.

In spring 2009, FIU engaged a group of six faculty members to pilot the draft SLOs in four courses. These courses were chosen on the basis of their varying class sizes, disciplines, and instructional models: one team-taught section of Introduction to Botany, one section of Introduction to World Civilization, two sections of Approaches to Literature, and one section of

Intercultural/Interracial Communication. The pilot instructors, all full-time faculty members, provided more critical feedback on the effectiveness of the SLOs in directing content development, pedagogy, and assessment. Input from other faculty led to a reduction in the number of SLOs from eight to six. Their suggestions also led to changes in the wording of the SLOs to make them more specific and measurable in terms of student knowledge and behavior.

During spring semester 2009, the OGLI sought endorsements for the direction in which the global learning SLOs were moving at that time. On February 17, 2009 the Faculty Senate endorsed a draft of the global learning SLOs, along with the curriculum framework, as a committee of the whole. A similar endorsement was received the next day from the SGA. On March 31, 2009, the Board of Trustees passed a resolution endorsing the QEP and its draft SLOs. The SACS Leadership Team endorsed this same draft on July 23, 2009.

The development of the global learning SLOs was a process of continuous improvement and refinement, leading to this version approved by the Faculty Senate on June 15, 2010.

Global Learning Student Learning Outcomes

FIU has established three SLOs for global learning:

1. Students will demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
2. Students will demonstrate the ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
3. Students will demonstrate willingness to engage in local, global, international, and intercultural problem solving.

These SLOs are consistent with the standard format and wording of SLOs used in assessing programs across FIU [Student Learning Outcomes Assessment Instructions]. They are clear, attainable, and measurable, and they correspond to the three categories in the *Global Learning for Global Citizenship* Curriculum Framework approved by the FIU Faculty Senate: "The purpose of Florida International University's *Global Learning for Global Citizenship* Quality Enhancement Plan (QEP) is to provide every FIU undergraduate with educational opportunities to achieve the knowledge, skills, and attitudes of global citizenship" [Curriculum Framework; Faculty Senate Minutes 1/12/10]

Assessing the Global Learning Student Learning Outcomes

To assess and report on the three global learning SLOs, the OGLI will use FIU's existing assessment process, as described in 3.3.1.1 of FIU's SACS Certification of Compliance Report. In compliance with FIU's process, at the beginning of each academic year the OGLI will submit a Student Learning Outcomes Assessment Plan to the Office of Academic Planning and Accountability (APA). At the end of each academic year, the OGLI will submit a Student Learning Outcomes Assessment Report to APA. As the QEP is being phased in, this report will present data gathered during the year, and will report on adjustments and improvements to the

assessment protocol. When the QEP is fully implemented and the database is complete, the annual report will document full assessment results for each of the QEP's three global learning SLOs, the use of those results, and improvements to be implemented during the following academic year.

FIU's preferred method of assessing SLOs is a pre-test/post-test model that compares freshmen student samples with graduating student samples to determine value added during a student's experience at FIU. The pre-test/post-test model will be used to assess FIU's global learning SLOs in two different ways: directly and indirectly.

Direct Assessment

To measure SLOs directly, FIU will conduct a pre-test/post-test case-study response activity (CRA). After reading an assigned case study, students will respond to essay prompts designed to test the first two global learning SLOs. The current pre-test case study is The Problem with Hoodia. The current post-test case study is A Monumental Dilemma.

For the pre-test, FIU will administer the test instrument to a cluster sample of at least 10 percent of incoming freshmen clusters drawn from randomly selected SLS 1501 Freshmen Experience course sections. All students in the randomly selected sections will be assessed. In addition, FIU will administer the test instrument to a stratified sample of at least 10 percent of all incoming transfer students with an AA from a Florida public institution. To assemble the transfer-student sample, the OGLI will use enrollment data provided by the OPIR to identify and select courses with the highest enrollment of transfer students with an AA degree from a Florida public institution. Only transfer students with an AA degree from a Florida public institution will be assessed in the selected courses.

For the post-test, FIU will administer the test instrument to a stratified sample of at least 10 percent of baccalaureate students near graduation. To assemble the post-test sample, the OGLI will use enrollment data provided by OPIR to identify courses within each baccalaureate program with the highest graduating-senior enrollment. Only graduating seniors in the identified courses will be assessed.

The CRA will prompt students to respond to two different essay prompts, the first addressing the first global learning SLO, and the second addressing the second global learning SLO. The first prompt asks students to write an essay of at least 150 words explaining the problem presented in the case study and the issues that influence this problem. The second prompt asks them to write an essay of at least 150 words describing the perspectives that need to be considered in order to find a solution to the problem.

A faculty panel will evaluate each student essay on a scale from 0 to 4, using a rubric based on Bloom's (1956) Taxonomy of Cognitive Development. FIU will define the minimum criterion for success on the post-test as a score of 3 on the rubric, which represents the "analysis" level in the "cognitive" domain of Bloom’s taxonomy. An analysis of pre-test to post-test gains will provide evidence of the success of the *Global Learning for Global Citizenship* QEP in helping students achieve the global learning SLOs and will provide avenues for program improvement.

Indirect Assessment

To measure all three SLOs indirectly, FIU will use the Web-based Global Perspectives Inventory (GPI)(Braskamp, Braskamp, & Merrill 2009) an instrument that measures respondents' perspectives and experiences by asking respondents to rank about sixty survey statements on a 5-point Likert scale (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree).

For the pre-test, FIU will administer the GPI during orientation to all incoming freshmen and transfer students with an AA degree from a Florida public institution. To gather baseline data, in 2010-11 FIU will also administer the test instrument to a stratified sample of at least 10 percent of FIU baccalaureate students near graduation. These students will have had no exposure to global learning courses.

For the post-test, FIU will administer the GPI to a stratified sample of at least 10 percent of baccalaureate students near graduation. To assemble the post-test sample, the OGLI will use enrollment data provided by OPIR to identify courses within each baccalaureate program with the highest graduating-senior enrollment. Only graduating seniors in the identified courses will be assessed.

- The first global learning SLO corresponds indirectly to the Cognitive domain of the GPI, which assesses the degree of complexity of the respondent's view of the importance of cultural context (knowing) and multiple perspectives and their impact on the global society (knowledge) in judging what is important to know and value. The minimum criteria for success are an FIU post-test score of 3.4 on the Cognitive-Knowing scale (nine survey items), and a score of 3.7 on the Cognitive-Knowledge scale (five survey items).

- The second global learning SLO corresponds indirectly to the Intrapersonal domain of the GPI, which assesses the respondent's level of awareness of unique identity and degree of acceptance of the ethnic, racial, and gender dimension of his/her identity, as well the level of respect for and acceptance of cultural perspectives different from his/her own and degree of emotional confidence when living in complex situations. The minimum criteria for success are an FIU post-test score of 4.1 on the Intrapersonal-Identity scale (five survey items), and a score of 3.8 on the Intrapersonal-Affect scale (nine survey items).

- The third global learning SLO corresponds indirectly to the Interpersonal domain of the GPI, which assesses the respondent's level of interdependence and social concern for others, as well as the degree of engagement with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings. The minimum criteria for success are an FIU post-test score of 3.5 on the Interpersonal-Social Interaction scale (six survey items), and a score of 3.7 on the Interpersonal-Social Responsibility scale (six survey items) [Interpretive Guide for GPI].

The minimum criteria for success are based on GPI-established national norms for seniors in public doctoral universities. The university will adjust these criteria as national norms and institutional trends evolve.

In addition to comparing FIU results to national norms and running descriptive statistics (e.g., mean, frequency) on the data for all scales of the GPI, the OGLI will analyze pre-test to post-test gains and will compare post-test data year to year. These analyses will provide evidence of the success of the *Global Learning for Global Citizenship* QEP in helping students achieve the global learning SLOs and will provide avenues for program improvement.

SECTION V: DETERMINING THE PROGRAM GOALS

There is growing national consensus that global learning should be part of the educational mission of all American colleges and universities (Hovland 2006). The OGLI examined best practices in the implementation of global learning in higher education and used findings of three major reviews of global learning practice to develop the following program goals for the QEP:

1. FIU will provide a sufficient number of global learning courses to enable students to meet the global learning graduation requirement outlined in the *Global Learning for Global Citizenship* Curriculum Framework.
2. FIU's faculty and Student Affairs professionals will integrate an increasing number of global learning co-curricular activities into the baccalaureate curriculum.
3. FIU's Office of Global Learning Initiatives will provide high-quality faculty and staff development workshops designed to advance interdisciplinary, problem-centered global learning.
4. FIU students will gain proficiency in the knowledge, skills, and attitudes of global citizenship (global learning student learning outcomes) over the course of their FIU education.

These program goals are consistent with the standard format and wording of program goals used in assessing programs across the institution [Program Outcomes Assessment Instructions]. They are clear, attainable, and measurable, and they reflect the QEP's commitment to the advancement of interdisciplinary, problem-centered global learning.

Shared Futures: Global Learning and Liberal Education

In 2002-03, AAC&U conducted a review of global learning in 100 liberal arts institutions supplemented by case studies of eleven institutions participating in the three-year Liberal Education and Global Citizenship project. The results of this review were published in “Shared Futures: Global Learning and Liberal Education” (Hovland 2006).

Hovland identified several trends in the institutions studied: a predominance of single-course global awareness requirements focused on discrete aspects of non-Western culture; an academic divide between the study of U.S. diversity and global awareness; and a focus on culture, rather than issues. He also found that these institutions offered few interdisciplinary learning opportunities and few global learning opportunities in the science, technology, engineering, and math) disciplines. Even institutions with missions that explicitly stated a commitment to global learning seldom applied global learning SLOs to curriculum design or used them to link general education courses to learning in the major. Moreover, Hovland found a notable lack of clarity in defining global citizenship and the way it was to be incorporated into the curriculum.

To provide a cohesive global learning experience across the curriculum, Hovland (2006) recommended an intentional approach, specifically calling for "a close alignment between

professed goals and actions taken to achieve those goals" (4). Global learning goals should drive the way faculty design curriculum, teach courses, and assess learning, as well as the ways institutions integrate curriculum and co-curriculum, develop administrative operations, allocate resources, and reward performance.

From this report, FIU derived its goal of providing global learning opportunities across the undergraduate curriculum. FIU will offer interdisciplinary, problem-based global learning foundations courses in multiple categories of the core curriculum. Upper division global learning courses will be offered as electives, and, in some cases, as required courses. All courses will address the global learning SLOs in order to provide a cohesive global learning experience for all undergraduates. FIU faculty and Student Affairs professionals will also work together to integrate co-curricular global learning activities into the curriculum in order to reinforce and enrich classroom learning.

Mapping Internationalization on U.S. Campuses

In addition to corroborating many of the findings in the AAC&U report, ACE’s "Mapping Internationalization on U.S. Campuses" (Green, Luu, and Burris 2008) found additional trends that informed FIU’s choice of program goals. Although the ACE report was focused on comprehensive internationalization, the OGLI considered the report’s conclusions equally applicable to institutions planning a global learning program.

ACE found that a majority of institutions retain neither a full-time senior-level coordinator nor a campus-wide committee to advance internationalization. Few institutions have a campus-wide internationalization strategy or expose all students to international learning by requiring appropriate coursework. These and other trends run counter to ACE's recommended best practices for advancing campus-wide internationalization: visionary leadership from the top; attention to student interests and demographics; focus on curriculum; investment in faculty development; and creation of a coordinated strategic framework for action (Green and Olson 2003).

FIU derived one of its program goals from the ACE report. The OGLI will provide faculty and staff development to advance interdisciplinary, problem-centered global learning. Faculty and staff development is central to FIU's QEP. The faculty and staff development plan will feature diverse delivery methods and hands-on activities.

A Roadmap for Creating a Global Campus

McCarthy's (2007) report identified factors of success for campus-wide global learning efforts. McCarthy found that a bold vision of global learning, coupled with financial, human, and physical resource investments and faculty, staff, and student ownership of the vision, are critically important to institutional transformation. Faculty development, including workshops, symposia, international travel grants, fellowships, and reward systems, result in positive secondary effects, such as the development of interdisciplinary courses, courses focused on global issues, stronger area studies programs, and global learning opportunities across the curriculum.

McCarthy also found advantages in flexible strategic planning for global learning, so that changes in leadership, context, and resources can be accommodated and used to advantage. She argued that if a university were successful in mobilizing constituencies and resources in pursuit of global learning, the institution would experience a transformational evolution of student learning, operations, self-perception, and perception by others.

This report strengthened FIU's position that in order for the QEP to achieve its purpose, stakeholders and resources across the university must work together for a common goal: the enhancement of students' global awareness, global perspective, and attitude of global engagement. Students' proficiency in the knowledge, skills, and attitudes of global citizenship is the most valid measure of the QEP success.

SECTION VI: ACTIONS TO BE IMPLEMENTED

Global Learning Course Approval

The formal "global learning" course designation requires the approval of the FIU Faculty Senate. The Faculty Senate designates global learning courses only after the designation has been approved by the appropriate university curriculum committees. On average, the course revision/development and submission process takes two semesters.

Approving Global Learning Foundations Courses in the UCC

New and existing global learning foundations courses are approved according to FIU's existing policies and procedures [UCC Policies & Procedures]. New global learning foundations courses are submitted to three curriculum committees:

- Global Learning Curriculum Committee (GLCC): This committee is composed of one member from each college curriculum committee. It was formed to serve as a corollary to the college curriculum committees and is charged with evaluating and recommending the interdepartmental and/or inter-college, team-developed global learning foundations courses for approval to the dean of undergraduate education [GL Curriculum Committee].
- Ad-hoc Global Learning Curriculum Oversight Committee (AHGLCOC): This committee is composed of five members appointed by the chair of the Faculty Senate. It was formed to consider and recommend courses for global learning designation, to review existing global learning courses for compliance with global learning guidelines, and to consider and recommend courses for removal of global learning designation [AHGLCOC Bylaws] [AHGLCOC Policies and Procedures].
- University Core Curriculum Oversight Committee: This committee is composed of five members appointed by the chair of the Faculty Senate. It was formed to consider and recommend courses for inclusion in the UCC, to review existing courses for compliance with Faculty Senate policies on the UCC, and to consider and recommend courses for deletion from the UCC [Faculty Senate Constitution and Bylaws].

Existing UCC courses that are revised for global learning designation are submitted to the AHGLCOC for approval.

After global learning foundations courses have been approved by these committees, they are submitted to the Faculty Senate and provost for final approval.

As of June 15, 2010, the Faculty Senate has approved ten global foundations courses in the UCC [Faculty Senate Minutes 4/13/2010, Faculty Senate Minutes 6/15/2010, #09/10:48; 49; 57]. All of these courses will be offered during the 2010-11 academic year, some in several sections,

and some for more than one semester. In addition to these ten courses, another three UCC courses are currently being revised for designation as global learning foundations courses. The AHGLCOC is scheduled to review these courses along with one additional new offering in fall 2010. If approved, these four courses will be offered in the spring 2011 semester. In addition to the fourteen previously approved global learning foundations courses, new global learning foundations courses will continue to be added to global learning offerings. FIU faculty developed five new global learning foundations courses during summer 2010. Based on the time it took for global learning foundations courses developed in summer 2009 to move through the Florida Department of Education and the FIU Curriculum Committee approval process, the OGLI projects that these five courses will begin to be offered in fall 2011. In addition, nine additional existing UCC courses are being revised for global learning designation and are projected to be offered as global learning foundations courses by fall 2011. In all, the OGLI projects that the twenty-eight global learning foundations courses approved by fall 2011.

Approving Global Learning Courses in the Upper-Division Curriculum

New and existing upper-division global learning courses are approved according to FIU's existing policies and procedures [UCC Policies & Procedures]. New and existing upper-division global learning courses are first submitted to department, college, and university curriculum committees for approval. To earn a global learning designation, both new and existing upper-division courses must also be submitted to the AHGLCOC. After they have been approved by this committee, they are submitted to the Faculty Senate.

Determining how students will meet the upper-division global learning requirement is the prerogative of individual academic programs. Each upper-division academic program has chosen to address the requirement with one of three course revision/development models:

- Model 1: Students will fulfill the global learning requirement with global learning courses required by their major. The program will revise or develop a minimum of two required global learning courses.
- Model 2: Students will fulfill the global learning requirement with one global learning course required by their major, and a second elective global learning course either within or outside of their major. The program will revise or develop one required global learning course and may revise or develop one or more programmatic global learning electives.
- Model 3: Students will fulfill the global learning requirement with global learning electives either within or outside their major. The program will revise or develop programmatic global learning electives.

Of the sixty-one active undergraduate degree-granting academic programs offered at FIU, twenty-six programs (43 percent) have chosen to develop/revise courses for the global learning designation using model 1, seventeen programs (28 percent) have chosen model 2, and eighteen programs (29 percent) have chosen model 3 [Academic Degree Program: Choice of

Models]. To implement the model selected, each upper-division academic program has identified specific courses to be developed or revised for the global learning designation.

During the 2009-10 academic year, each academic program submitted to the OGLI a minimum of one course to be revised or developed for global learning designation [Upper-division Global Learning Capacity by Academic Plan]. Based on these submissions, OGLI projects that eighty-eight upper-division courses will be reviewed during the 2010-11 academic year, and thirty-five upper-division courses will be reviewed during the 2011-12 academic year [Upper-division Global Learning Course Review and Initiation Projections]. The AHGLCOC has made a commitment to review up to twenty courses for global learning designation at each of their six scheduled meetings during the academic year, and to meet more frequently if necessary in order to review all courses in a timely manner [Ad-hoc Committee Memo Review of Courses 2010-11].

Faculty and Staff Development for Global Learning

To ensure that sufficient numbers of quality global learning courses are developed or revised, the OGLI offers robust faculty development in pedagogy, content, and assessment appropriate to global learning. Stipends are offered to all faculty members who participate in global learning faculty development.

Development for Global Learning Foundations Courses in the UCC

FIU has established a checklist for the development and approval of global learning foundations courses. In order for a course to receive the global learning foundations designation, faculty members must:

- Develop global learning course learning outcomes (CLO) that address each of the global learning SLOs
- Provide a comprehensive assessment plan for each global learning CLO
- Address the global learning CLOs through interdisciplinary content and readings, active learning strategies, and an integrated co-curricular activity
- Require the global learning common reading

A semester-long summer workshop enables faculty to develop new global learning foundations courses in the UCC. Participants in this workshop have responded to two university-wide Requests for Proposals (RFP) for new global learning foundations courses [e.g., Foundations RFP 2010]. Using a Global Learning Foundations Courses: Rubric for Evaluating Proposals, the Faculty Senate Ad-hoc Global Learning Foundations Course Proposal Review Committee evaluates and recommends courses to the OGLI and the provost for development [Faculty Senate Ad-hoc Global Learning Foundations Course Proposal Review Committee].

FIU began providing development workshops for new global learning foundations courses in the UCC in summer 2009. At that time, sixteen faculty members, representing fifteen different departments from six colleges and schools, participated in an eight-week workshop to develop global learning foundations courses. Fourteen faculty members, representing ten departments and three colleges and schools participated in the summer 2010 workshop. The purpose of the

workshop is to enable faculty teams to use backwards curriculum design (Wiggins and McTighe 2005) to develop interdisciplinary, problem-based courses that address the global learning foundations course components described above and UCC competencies. The OGLI develops and facilitates this workshop, in which participants engage in seminars and discussions concerning the global learning SLOs, interdisciplinary content planning, active teaching and learning strategies, and co-curricular integration. Faculty also discuss the global learning common reading, Kwame Anthony Appiah's 2006 *New York Times Magazine* essay "The Case for Contamination" (2006a). Faculty chose this reading because of its close alignment to the global learning SLOs. Appiah models the ways in which knowledge of the interrelatedness of world conditions and multi-perspective analytical skills can be applied to local, global, international, and intercultural problem solving. Faculty members may incorporate the reading into learning activities as they choose; they have all agreed to use the common reading as a touchstone for discussing the global learning SLOs.

Dr. Larry Michaelsen (2004), originator of the team-based learning (TBL) method, made two-day presentations for both 2009 and 2010 workshop participants and other interested faculty members. The TBL method enables instructors of both large and small classes to facilitate multiple high-quality active learning teams. TBL stresses the importance of out-of-class preparation, shifting class time away from the traditional lecture/note-taking format and towards the application of knowledge and skills to real-world problem solving. A majority of newly-developed global learning foundations courses utilize TBL as an active learning strategy.

The OGLI also offers two-session workshops for lead faculty revising existing UCC courses for global learning designation.

Development for Global Learning Courses in the Upper-Division Curriculum

In fall 2009 the OGLI initiated development workshops for upper-division global learning courses. These two-session workshops enable lead faculty to use backwards curriculum design (Wiggins and McTighe 2005) to revise courses to include the components of upper-division global learning courses: global learning CLOs, a comprehensive assessment plan, appropriate problem-based, multi-perspective content and readings, and active teaching and learning strategies. Beginning in fall 2010, Student Affairs professionals from all departments will attend the two-session workshops along with faculty. This will enable Student Affairs professionals to develop co-curricular activities that address the global learning SLOs and collaborate more effectively with global learning faculty.

It is anticipated that over time, academic programs will wish to include education abroad programs as approved global learning upper-division courses. These programs will undergo the same approval process as other upper-division courses, in that they will be submitted to curriculum approval committees for analysis of global learning SLOs, content, pedagogy, and assessments.

FIU has a wide variety of currently existing education abroad programs that may be approved as upper-division global learning courses. Students participating in the interdisciplinary Czech

Studies program, sponsored by the English, Film, and Liberal Studies departments, study issues touching on subjects ranging from history, literature, film studies, Jewish studies, to art history, women's studies, politics, and architecture. Participants actively examine Czech culture from multiple perspectives while attending the Karlovy Vary Film Festival, touring the Krkonose mountains, blowing glass in an art glass factory, exploring a medieval silver mine, cruising an underwater cave system, and hiking through the Sudetenland—all under the guidance of Czech experts and professors from Charles University.

The Galapagos program, sponsored by the School of Journalism and Mass Communication, brings science and journalism together, providing students with a comprehensive understanding of environmental journalism. During visits to caves, volcanoes, and wetlands, students gain insights into the work of public information officers, journalists covering environmental or science beats, and other writers interpreting science and environment for the public.

The Honors College sponsors an interdisciplinary service and research program in the Amazon rainforest of Peru. During the spring semester, students investigate the Amazon's natural and cultural history as well as challenges currently faced by its environment and inhabitants. Course faculty guide students as they develop and implement feasible, culturally appropriate, and locally relevant on-site service projects. Students learn to apply interdisciplinary approaches to work and research, a hallmark of FIU's Honors College.

The Traditions, Globalization, and Tourism in West Africa program is located in Senegal and The Gambia and is sponsored by the African and African Diaspora Studies department. Program participants gain a working knowledge of West African cultures and traditions, particularly Wolof language and culture. They also explore multiple perspectives on issues associated with "cultural and heritage tourism"—an increasingly popular yet controversial source of income for West Africa**.**

Co-curricular Global Learning Opportunities

AAC&U recommends "partnerships between faculty and student life professionals be strengthened in order to integrate and document the learning students gain from involvement with a campus community" (*College Learning for the New Global Century* 2007). FIU currently has many co-curricular activities that address multiple perspectives, current world conditions, and community engagement. For the *Global Learning for Global Citizenship* QEP, global learning faculty and Student Affairs staff will cooperatively develop specific co-curricular global learning activities and events that will address the global learning SLOs and the themes and content of global learning foundations courses. Global learning faculty and Student Affairs staff will work together to develop such integrated activities as service-learning and education abroad opportunities, guest lectures, concerts, exhibitions, film series, and thematic programming.

Publicize Global Learning Opportunities

The OGLI is advancing the QEP with the support and collaboration of numerous divisions within the university. The university's central communications team, housed within External Relations,

has successfully integrated the QEP into FIU's public branding campaign, "Worlds Ahead," thereby using *Global Learning for Global Citizenship* to define the university's identity and its educational experience. The OGLI is also mounting an internal integrated communications campaign. The goals of the campaign are to establish short-term awareness of the QEP and to encourage increased student enrollment in global learning courses and increased participation in co-curricular global learning opportunities over the long term.

FIU is currently developing the guidelines for a global learning certificate to be offered to all undergraduates. The requirements for the certificate will include completion of multiple global learning courses and may include completion of language, study abroad, and/or service-learning requirements.

Advertising methods for the internal campaign include flyers and posters, as well as news stories in internal print media outlets such as *FIU Magazine* and The Beacon. Courses and activities are profiled online via goglobal.fiu.edu and News@FIU. Other online publicity mechanisms for global learning courses and activities include Twitter, Facebook, and e-mail.

The OGLI is working with the Undergraduate Education Academic Advising Center and academic program advisors to help students understand and complete the global learning graduation requirement. A portion of freshman and transfer orientations is devoted to global learning opportunities at FIU. Global learning foundations courses will also be incorporated into First-Year Interest Groups (FIGs).

Support for Global Learning

The Division of Research (DOR) will assist faculty in obtaining external funding for global learning related initiatives with the creation of a Research Development Group. The DOR will assist faculty with grant applications and oversee the awards. With the focus of the QEP on global learning, the Division of Research and the Graduate School will have resources specifically focused on administrative support for global learning-related research grants. This will consist of efforts by one of the Associate Vice Presidents for Research as well as staff in the DOR who will dedicate effort to the support of internal grants.

SECTION VII: TIMELINE

2008-09:

Fall

- Establish 2008-2015 budget plan, gain approval and implement
- Hire QEP Director, Associate Director, Program Assistant
- Provide a suite of offices for the OGLI staff
- Identify faculty and staff development needs

Spring

- Distribute RFP to participate in global learning foundations course development
- Review and select global learning foundations course proposals
- Identify existing co-curricular activities that address the global learning SLOs

Summer

- Deliver workshop for faculty developing six global learning foundations courses

2009-10:

Fall

- Establish global learning curriculum committees to approve courses
- Initiate submission of global learning foundations courses for approval
- Initiate delivery of upper-division global learning course development and course revision workshops for faculty and staff
- Initiate Tuesday Times Roundtable series
- Hire Graduate Assistant to develop and manage integrated communications campaign
- Initiate integrated communications campaign
- Develop and implement strategies for a Research Development Group focusing on global learning related initiatives

Spring

- Continue delivery of upper-division global learning course development and course revision workshops for faculty and staff
- Initiate submission of upper-division global learning courses for approval
- Offer global learning foundations pilot course
- Continue Tuesday Times Roundtable series
- Distribute RFP to participate in global learning foundations course development
- Continue integrated communications campaign

Summer

- Deliver workshop for faculty developing five global learning foundations courses

- Continue delivery of upper-division global learning course development and course revision workshops for faculty and staff
- Continue integrated communications campaign

2010-11:

Fall

- Initiate global learning graduation requirement for FTIC students only
- Initiate offering approved global learning foundations courses
- Continue submission of global learning foundations courses for approval
- Continue delivery of upper-division global learning course development and course revision workshops for faculty and staff
- Continue submission of upper-division global learning courses for approval
- Submit Program Outcomes Assessment Plan to APA
- Conduct program outcome assessment
- Submit Student Learning Outcomes Assessment Plan to APA
- Conduct baseline student learning assessment
- Continue Tuesday Times Roundtable series
- Continue integrated communications campaign
- Hire Graduate Assistant to assist with collection and analysis of assessment data

Spring

- Continue offering approved global learning foundations courses
- Continue delivery of upper-division global learning course development and course revision workshops for faculty and staff
- Continue submission of upper-division global learning courses for approval
- Conduct program outcome assessment
- Conduct baseline student learning assessment
- Continue Tuesday Times Roundtable series
- Distribute RFP to participate in global learning foundations course development
- Continue integrated communications campaign

Summer

- Continue offering approved global learning foundations courses
- Deliver workshop for faculty developing global learning foundations courses
- Continue delivery of upper-division global learning course development and course revision workshops
- Submit Program Outcomes Assessment Form to APA and make adjustments for continuous improvement
- Conduct program outcome assessment
- Submit Student Learning Outcomes Assessment Report to APA
- Conduct baseline student learning assessment
- Continue integrated communications campaign

2011-12:

Fall

- Initiate global learning graduation requirement for all FIU undergraduates
- Continue offering approved global learning foundations courses
- Initiate offering approved upper-division global learning courses
- Continue submission of global learning foundations courses for approval
- Continue delivery of upper-division global learning course development and course revision workshops for faculty and staff
- Continue submission of upper-division global learning courses for approval
- Submit Program Outcomes Assessment Plan to APA
- Conduct program outcome assessment
- Submit Student Learning Outcomes Assessment Plan to APA
- Continue student learning assessment
- Continue Tuesday Times Roundtable series
- Continue integrated communications campaign

Spring

- Continue offering approved global learning foundations courses
- Continue offering approved upper-division global learning courses
- Continue delivery of upper-division global learning course development and course revision workshops for faculty and staff
- Continue submission of upper-division global learning courses for approval
- Conduct program outcome assessment
- Continue student learning assessment
- Continue Tuesday Times Roundtable series
- Distribute RFP to participate in global learning foundations course development
- Continue integrated communications campaign

Summer

- Continue offering approved global learning foundations courses
- Continue offering approved upper-division global learning courses
- Deliver workshop for faculty developing global learning foundations courses
- Continue delivery of upper-division global learning course development and course revision workshops for faculty and staff
- Submit Program Outcomes Assessment Form to APA and make adjustments for continuous improvement
- Submit Student Learning Outcomes Assessment Report to APA
- Continue student learning assessment
- Continue integrated communications campaign

2012-15:

Fall

- Continue offering approved global learning foundations courses

- Continue offering approved upper-division global learning courses
- Continue delivery of global learning foundations and upper-division global learning course development and course revision workshops, as necessary
- Continue submission of global learning foundations and upper-division global learning courses for approval, as necessary
- Submit Program Outcomes Assessment Plan to APA
- Conduct program outcome assessment
- Submit Student Learning Outcomes Assessment Plan to APA
- Continue student learning assessment
- Continue Tuesday Times Roundtable series
- Continue integrated communications campaign

Spring

- Continue offering approved global learning foundations courses
- Continue offering approved upper-division global learning courses
- Continue delivery of global learning foundations and upper-division global learning course development and course revision workshops, as necessary
- Continue submission of global learning foundations and upper-division global learning courses for approval, as necessary
- Conduct program outcome assessment
- Continue student learning assessment
- Continue Tuesday Times Roundtable series
- Continue integrated communications campaign

Summer

- Continue offering approved global learning foundations courses
- Continue offering approved upper-division global learning courses
- Continue delivery of global learning foundations and upper-division global learning course development and course revision workshops, as necessary
- Submit Program Outcomes Assessment Form to APA and make adjustments for continuous improvement
- Conduct program outcome assessment
- Submit Student Learning Outcomes Assessment Report to APA
- Continue student learning assessment
- Continue integrated communications campaign

SECTION VIII: ORGANIZATIONAL STRUCTURE

Responsibility for Implementation

Role	Responsibilities
President	Chair SACS Leadership Team
Provost	Serve on SACS Leadership Team; evaluate OGLI
Board of Trustees	Review and endorse QEP; make recommendations for continuous improvement based on student learning outcomes and program outcomes assessment reports
FIU Alumni Association	Participate in focus groups; serve on QEP Development, Design, and Implementation teams; provide communications and public relations support
FIU Foundation	Participate in focus groups; serve on Faculty Senate Ad-hoc Global Learning Foundations Course Proposal Review Committee and QEP Implementation team; integrate global learning into FIU communications
SACS Leadership Team	Review and approve development, design, and implementation of QEP and five-year impact plan
Academic Affairs	Recognize global learning development and implementation expertise in faculty activity reports
Division of Research	Establish and maintain Research Development Group to enhance grant submissions with global/international focus; provide records of grant awards with global/international focus
Office of Global Learning Initiatives	Monitor course approval and offering data; collect and analyze student learning outcome and program assessment data; prepare student learning outcomes and program outcomes assessment reports; conduct faculty and staff development workshops; conduct faculty and staff development focus groups; collect and analyze faculty and staff development assessment data; prepare QEP report and five-year impact report
QEP Development Team	Develop components of the QEP
QEP Design Team	Establish the curricular and co-curricular components of the QEP; define global learning SLOs
QEP Implementation Team	Review implementation of QEP and make recommendations for adjustments based on annual

	student learning outcome and program outcomes assessment reports
Office of Planning and Institutional Research	Provide methodology and data for projecting student headcount and course enrollments; provide enrollment data
Academic Planning and Accountability	Develop student learning outcomes and program outcomes assessment matrices; review student learning outcomes and program outcomes assessment reports
Office of Enrollment Information Services	Provide enrollment data
Orientation and Commuter Student Services	Coordinate student learning assessment through orientations
Undergraduate Education	Coordinate global learning course offerings in the University Core Curriculum; provide~~s~~ transfer student projection and enrollment data; coordinate~~s~~ student learning assessment through SLS 1501 classes; administers UCC course offerings
Academic Space Management	Provide seating capacity data
Faculty Senate	Evaluate and recommend global learning curriculum framework, student learning outcomes, all global learning courses for approval
Department Curriculum Committees	Evaluate and recommend newly-developed and existing global learning upper division courses for approval
College Curriculum Committees	Evaluate and recommend newly-developed and existing global learning upper division courses for approval
University Curriculum Committee	Evaluate and recommend newly-developed global learning courses for approval
Ad-hoc Global Learning Curriculum Oversight Committee	Evaluate and recommend all global learning courses for approval
University Core Curriculum Oversight Committee	Evaluate and recommend newly-developed and existing global learning foundations courses in the UCC for approval
Global Learning Curriculum Committee	Evaluate and recommend newly-developed global learning foundations courses in the UCC for approval
Faculty Senate Ad-hoc Global Learning Foundations Course Proposal Review Committee	Evaluate and recommend global learning foundations course proposals to the OGLI and the provost for development
Academic Department Chairs	Recommend courses for global learning revision and/or development; administer global learning course offerings
Global Learning Faculty	Revise, develop, and teach global learning courses; collaborate~~s~~ with Student Affairs professionals to integrate co-curricular activities into global learning

	courses; implement~~s~~ continuous improvement strategies
Student Affairs Professionals	Collaborate with faculty to integrate co-curricular activities into global learning courses
Student Government Association	Participate in focus groups; serve on QEP Development, Design, and Implementation teams; provide support for global learning co-curricular activities
Education Abroad	Integrate global learning SLOs in study abroad assessments; provide support for co-curricular activities
Alternative Breaks	Integrate global learning SLOs in Alternative Break assessments; provide support for co-curricular activities
Human Resources	Recognize global learning development and implementation expertise in Performance Excellence Process records
External Relations	Develop and implement internal and external communications campaign; integrate global learning into FIU communications

Table 3. Responsibility for Implementation

SECTION IX: RESOURCES

FIU has committed the financial, human, and physical resources necessary to effectively develop, implement, and sustain *Global Learning for Global Citizenship*. A budget plan was reviewed by the Office of Academic Budget and Personnel and approved by the SACS Leadership Team on January 4, 2010. The total budget for the years 2008-2015 is $4,180,028.

Financial Resources

FIU has committed sufficient recurring funding to support the QEP as a separate component of the Educational and General operating budget. Once the components of the QEP were developed, the QEP Design Team determined the final budget based on the resources needed to successfully implement the QEP. The QEP budget (see Tables 4 through 6) for 2008-2015 includes two years of planning and five years for implementation of the QEP. The budget is divided into OGLI costs and program costs. There are numerous faculty and staff from Academic and Student Affairs devoting effort to the QEP, an indirect cost that has not been included as part of the budget.

Office of Global Learning Initiatives Costs

The OGLI is charged with facilitating the development, design, and implementation phases of the QEP. The OGLI has three full-time staff members, each paid at 100 percent salary: Director, Associate Director, and Program Assistant. The OGLI also has one graduate assistant who helps with the communications and public relations campaign and assessment for the QEP. In fall 2010 the OGLI will hire another graduate assistant whose responsibility will be to assist in the collection and analyses of direct and indirect assessment data.

The OGLI budget provides for travel costs in order for the Director and Associate Director to attend and present papers at global learning conferences. The OGLI budget also includes costs to cover printing, shipping, supplies, and equipment. Membership costs are comprised of university memberships and individual staff memberships in associations and journals relevant to the QEP. The OGLI budget is shown in Table 4.

BUDGET FOR OFFICE OF GLOBAL LEARNING

OGLI Costs	FY 08/09	FY 09/10	FY 10/11	FY 11/12	FY 12/13	FY 13/14	FY 14/15	Totals
STAFF **Director** **Assoc. Director** **Program Assistant** **(includes benefits at 28 percent each staff member)**	$285,440	$285,440	$291,149 (2 percent increase)	$291,149	$291,149	$296,978 (2 percent increase)	$296,978	$2,038,283
OFFICE COSTS								
Phones	$1,500	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$13,500
Computers	$3,500							$3,500
Office Supplies	$1,500	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$13,500
OFFICE COSTS TOTAL	**$6,500**	**$4,000**	**$4,000**	**$4,000**	**$4,000**	**$4,000**	**$4,000**	**$30,500**
MEMBERSHIPS	$600	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$6,600
TRAVEL	$8,000	$8,000	$8,000	$8,000	$8,000	$8,000	$8,000	$56,000
OGLI TOTAL	**$300,540**	**$298,440**	**$304,149**	**$304,149**	**$304,149**	**$309,978**	**$309,978**	**$2,131,383**

Table 4. Office of Global Learning Initiatives costs

Program Costs

FIU is devoting a large portion of the QEP budget to faculty and staff development. Funds cover extra state compensation for faculty members participating in summer global learning foundations course development workshops ($5,000 per faculty member), two-day upper-division course development and course revision workshops ($500 per faculty member). Faculty members teaching sections of global learning courses receive extra state compensation for participation in one-day global learning pedagogy and assessment seminars ($200 per faculty member). Funds also cover a faculty development consultant who will conduct a portion of the workshops and seminars during the first three years of QEP implementation. Additionally, funds cover presentations by global learning experts and fees associated with conferences and other professional development events.

A key component of the program budget is assessment. Funds are allocated for consultants with expertise in formative and summative assessment and analysis of global learning courses and assessment data. Funds are also used for two full-time graduate assistants to help with the collection and analysis of assessment data. Funds are available for fees and costs associated with the delivery of assessment instruments.

Teaching assistants will play a critical role in the QEP. Global learning foundations courses will have large enrollments and will feature active learning strategies. Teaching assistants are needed to assist with TBL and discussion activities, as well as assessment. Two teaching assistants will be assigned to each section of a global learning foundations course enrolling over one hundred and fifty students. Each teaching assistant will be assigned to two course sections per semester and will receive an assistantship stipend of $22,575 per year. To ensure the stability and longevity of the global learning foundations courses, financial support for teaching assistants for these courses will be continued by incorporating this direct expense into the overall university budget after 2015.

Communications, public relations, and marketing are all necessary to ensure awareness and understanding of the importance of the QEP and to encourage participation over the long-term. Funds have been allocated for a dedicated QEP Web site and print and promotional materials. Funds will also be used for the programming, including guest speakers and promotional events.

A number of consultants have been engaged to assist the university in developing and implementing the QEP plan. These include comprehensive internationalization experts, experts in global learning pedagogy and content, designers, and marketing personnel.

Finally, resources are required for the production of the QEP report and the QEP five-year impact report. Funds have been allocated for production, printing costs, and editing.

Human Resources

It is envisioned that by the year 2011, when full implementation of all components of the QEP is underway, all university constituencies will have played a role in FIU's QEP.

Depending on their roles and responsibilities within the QEP, contributors to the QEP effort may be paid a consultant's fee, receive extra state compensation, or provide volunteer services. Since FIU's intention is that the global learning becomes a permanent part of the university's operations, each year from 2010-2015 more responsibilities for the implementation of the QEP will become folded into existing university structures.

Numerous FIU faculty, staff, students, and community members have volunteered their time as focus group participants and as members of QEP development, design, and curriculum committees in service to the university. Committee members have not been compensated for their service.

One hundred percent of the cost of the OGLI staff is paid for from the QEP budget. The budget includes a 2 percent increase in OGLI staff salaries in 2010-11 and in 2013-14. In addition to the three paid full-time staff members and two graduate assistants in the OGLI, FIU has contracted outside consultants to assist in the development, design, and implementation of the QEP.

The QEP has received in-kind support from FIU staff. Insofar as their work with the QEP coincides with or is a change in focus of their current job description, these staff members have not been directly compensated.

SACS and QEP Committee Members

Approximately eighty faculty and administrative staff form the membership of the key committees including the SACS Leadership Team; QEP Development Team; QEP Design Team; Faculty Learning Community; Spring '09 Global Learning course pilot instructors; Global Learning Foundations course faculty members.

Consultants

Outside consultants have been used in assessment: Dr. Isadore Newman; QEP Development: Dr. Susan Sutton; QEP Report Editors: Nancy Margolis and Dr. Heidi Ross. Expert services have been retained for public relations and digital marketing.

FIU Units/Departments/Committees

Trustees, faculty, administrators, staff, students, and university supporters from these departments, offices, and committees within the greater university community have participated in various aspects of the QEP development, design and implementation**:**

Board of Trustees; Academic Affairs; President's Council; FIU Foundation; Alumni Association; Faculty Senate; FIU Libraries; FIU-Wolfsonian; University and Community Relations; Division of External Relations; Academic Space Management; OPIR; DOR; APA; Academy for the Art of Teaching; Undergraduate Education; Office of Education Abroad; SGA; Student Affairs; Center for Leadership & Service; Enterprise Web Services; SIPA; Latin American & Caribbean Center; Asian Studies; African & African Diaspora Studies; Dean's Council; Chairs' Committee; School of Hospitality & Tourism Management; College of Education; Arts & Sciences; Biological Sciences; School of Social Work; College of Engineering & Computing; College of Business Administration; School of Journalism & Mass Communication; College of Nursing & Health Sciences; College of Architecture & the Arts; Honors College; Dept. of Liberal Studies; Dept. of Public Administration; Dept. of Construction Management; Ad-hoc Building and Environment Committee; Peer Advisors; Housing; Campus Life; Athletics.

Curriculum Committee Members

Approximately one hundred and five faculty members have been involved in committees charged with ensuring that undergraduate courses seeking the global learning designation incorporate FIU's global learning student learning goals and outcomes, global learning content and pedagogical strategies, and a clear plan for assessment, analysis of assessment results, and use of assessment results for improvement of student learning. These committees include: Faculty Senate; Undergraduate Council; University Curriculum Committee; University Core Curriculum Oversight Committee; AHGLCOC; Global Learning Curriculum Committee.

Students

Student learning is the purpose of the QEP and therefore student involvement in the development and design of *Global Learning for Global Citizenship* has been essential. Students have been the mainstay of all the QEP co-curricular activities and have participated in focus groups, QEP committees, curriculum committees, and will play a large role in the communications and public relations campaign.

Physical Resources

Physical Space

FIU has dedicated four offices in the Green Library (GL) for the full-time staff members of the OGLI. Office space was designated in the GL building in order to place the OGLI in a hub of student activity at MMC. These offices are spacious enough to accommodate frequent meetings and work sessions with faculty, staff, and students, and are conveniently located near copy and fax services. The offices are equipped with necessary seating, desk, and storage furnishings. The OGLI purchased phones and computers and contracted with Facilities Management for a new coat of paint for each office prior to moving in.

OGLI Director, Dr. Hilary Landorf, has worked closely with the Director of Academic Space Management, Gloria Jacomino, to ensure that classroom spaces allocated for global learning foundations courses accommodate a minimum of one hundred and twenty students. At present,

MMC has twelve classrooms with a capacity of at least one hundred and twenty people, and BBC has two classrooms that can accommodate at least one hundred and twenty people. Global learning foundations courses will have priority use of these classrooms. Plans for future large classroom space include four classrooms to be built at MMC by 2012. Gloria Jacomino is working with university personnel to ensure that all of these new large classrooms have the necessary components for students and faculty to effectively utilize TBL—swivel chairs, tables, stadium-seating, and a full technology package.

Digital Space

In February 2008 the OGLI launched goglobal.fiu.edu, a Web site dedicated to FIU's QEP. This Web site provides information for all concerning FIU's global learning courses and co-curricular opportunities. Feature stories chronicle faculty, staff, and student global learning experiences, both at home and abroad. An interactive map allows users to search for news, stories, and information based on their geographical areas of interest. A faculty and staff page features resources for developing global learning curriculum and co-curriculum.

In addition to goglobal.fiu.edu, FIU's QEP has an active presence on Facebook and Twitter. The QEP Report is housed within the FIU SACS Web site, at qep.fiu.edu.

QEP project costs and total QEP budget are shown in Tables 5 and 6 below.

QEP PROJECT COSTS

PROJECT COSTS	FY 08/09	FY 09/10	FY 10/11	FY 11/12	FY 12/13	FY 13/14	FY 14/15	Totals
CONSULTANTS	$1,200	$4,500	$1,500	$1,500	$1,500	$1,500	$1,500	$13,200
FACULTY DEVELOPMENT								
Faculty Costs	$40,500	$101,000	$80,000	$80,000	$40,000	$40,000	$40,000	$421,500
Consultant			$18,000	$18,000	$18,000			$54,000
TOTAL FACULTY	**$40,500**	**$101,000**	**$98,000**	**$98,000**	**$58,000**	**$40,000**	**$40,000**	**$475,500**
TEACHING ASSISTANTS*			$96,384	$231,834	$231,834	$231,834	$231,834	$1,023,720
ASSESSMENT								
Consultant	$12,000	$9,000	$5,000	$5,000	$5,000	$5,000	$5,000	$46,000
Graduate Assistant								
Instruments		$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$12,000
Scoring Assessments		$2,500	$16,000	$16,000	$16,000	$16,000	$16,000	$82,500
TOTAL	**$12,000**	**$36,075**	**$68,150**	**$68,150**	**$68,150**	**$68,150**	**$68,150**	**$388,825**
QEP REPORT								
Publications		$11,000					$2,000	$13,000
UPS & Printing		$4,000					$1,000	$5,000
Editor		$13,000					$5,000	$18,000
TOTAL		**$28,000**					**$8,000**	**$36,000**
COMMUNICATIONS CAMPAIGN	$1,000	$30,000	$10,000	$5,000	$3,000	$3,000	$3,000	$55,000
PROJECT TOTAL	**$53,500**	**$195,075**	**$272,534**	**$402,984**	**$360,984**	**$342,984**	**$350,984**	**$1,979,045**

*For 2010-11, six 9-month TAs @ $16,064 ea. includes benefits of 7.65 percent each. For 2011-2015, six 12-month TAs @ $22,575 ea. Includes benefits Of 7.65 percent, and six 9-month TAs @ $16,064 ea. Includes benefits of 7.65 percent each.

Table 5. QEP project costs

TOTAL QEP BUDGET

COSTS	FY 08/09	FY 09/10	FY 10/11	FY 11/12	FY 12/13	FY 13/14	FY 14/15	Totals
1. OFFICE COSTS	$300,540	$298,440	$304,149	$304,149	$304,149	$309,978	$309,978	$2,131,383
2. PROJECT COSTS	$53,500	$195,075	$272,534	$402,984	$360,984	$342,984	$350,984	$1,979,045
TOTAL	**$354,040**	**$493,515**	**$576,683**	**$707,133**	**$665,133**	**$652,962**	**$660,962**	**$4,110,428**

TOTAL BUDGET: $4,110,428

Table 6. Total QEP budget

SECTION X: ASSESSMENT

The OGLI has established four program goals for the *Global Learning for Global Citizenship* QEP:

1. FIU will provide a sufficient number of global learning courses to enable students to meet the global learning graduation requirement outlined in the *Global Learning for Global Citizenship* Curriculum Framework.
2. FIU's faculty and Student Affairs professionals will integrate an increasing number of global learning co-curricular activities into the baccalaureate curriculum.
3. FIU's Office of Global Learning Initiatives will provide high-quality faculty and staff development workshops designed to advance interdisciplinary, problem-centered global learning.
4. FIU students will gain proficiency in the knowledge, skills, and attitudes of global citizenship (global learning student learning outcomes) over the course of their FIU education.

These program goals are consistent with the standard format and wording of program goals used in assessing programs across the institution [Program Outcomes Assessment Instructions]. They are clear, attainable, and measurable, and they reflect the QEP's commitment to the advancement of interdisciplinary, problem-centered global learning.

Assessing the *Global Learning for Global Citizenship* Program Goals

To assess and report on the four QEP program goals, the OGLI will use FIU's existing assessment process, as described in 3.3.1.1 of FIU's SACS Certification of Compliance Report. In compliance with FIU's process, at the beginning of each academic year the OGLI will submit a Program Outcomes Assessment Plan to the APA. At the end of the academic year, the OGLI will submit a Program Outcomes Assessment Form documenting assessment results for each of its four program goals, the use of those results, and improvements to be implemented during the following academic year.

Data for the assessment of the four QEP program goals will be obtained from enrollment data, surveys, assessment matrices, and SLO assessments.

FIU Will Provide a Sufficient Number of Global Learning Courses to Enable Students to Meet the Global Learning Curriculum Requirement Outlined in the Global Learning for Global Citizenship *Curriculum Framework*

According to the *Global Learning for Global Citizenship* Curriculum Framework approved by the FIU Faculty Senate in January 2010: "The purpose of Florida International University's *Global Learning for Global Citizenship* Quality Enhancement Plan (QEP) is to provide every FIU

undergraduate with educational opportunities to achieve the knowledge, skills, and attitudes of global citizenship." To meet this goal, the Faculty Senate-approved global learning framework establishes a requirement that each undergraduate student must take at least two designated global learning courses: one global learning foundations course within the core curriculum, and a second global learning course at the upper division level.

To assess the university's success in achieving the first QEP program goal, the OGLI will correlate data provided by the Office of Enrollment Information Services on FIU enrollment with data provided by the University Registrar on the number and capacity of global learning courses and sections offered each semester. Using these data, the OGLI staff will determine if a sufficient number of global learning courses are being offered to accommodate the global learning requirement described in the Faculty Senate-approved *Global Learning for Global Citizenship* Curriculum Framework.

The OGLI will also analyze data on times that courses are offered, course locations (i.e., building and campus), capacity, number of courses at capacity, and frequency of course offerings. This analysis will help the OGLI staff determine how well the university is meeting student needs, prompting possible changes in the number of course sections, time, or location. The OGLI will work with Undergraduate Education to make necessary modifications to course offerings in the UCC, and with the academic programs to make modifications in the upper division.

FIU's Faculty and Student Affairs Professionals Will Integrate an Increasing Number of Global Learning Co-curricular Activities into the Baccalaureate Curriculum

According to the *Global Learning for Global Citizenship* Curriculum Framework approved by the FIU Faculty Senate in January 2010: "The purpose of Florida International University's *Global Learning for Global Citizenship* Quality Enhancement Plan (QEP) is to provide every FIU undergraduate with educational opportunities to achieve the knowledge, skills, and attitudes of global citizenship." Recognizing that opportunities with an interdisciplinary, problem-centered focus on global learning exist both within the classroom and out of the classroom, FIU encourages students to take advantage of its rich offerings of co-curricular global learning opportunities.

At the core curriculum level, FIU's faculty and Student Affairs professionals will develop partnerships to integrate co-curricular activities into the global learning foundations courses of the UCC. To document the university's success in increasing the number of these co-curricular activities, faculty will complete an Integrated Co-Curricular Activity Matrix for each global learning foundations course. In this matrix, faculty will list the co-curricular activities that they integrated in the course and the CLOs addressed (along with a description of related activities, assessment methods, results, and use of results for improvement of student learning the following semester). The OGLI staff will analyze the activity matrices to identify the number of integrated co-curricular activities in global learning foundations courses and to identify how each co-curricular activity relates to student achievement of the CLOs. They will collect information over time to determine whether the number of co-curricular activities is increasing.

The OGLI will also gather data on co-curricular activity through year-end online surveys of both Student Affairs professionals and global learning foundations faculty. The surveys will elicit data on the number and kinds of partnerships developed between staff and faculty, and the effectiveness of those partnerships in developing co-curricular activities. The OGLI staff will analyze the data to determine areas where faculty and staff cooperation could be enhanced so that the number of co-curricular activities integrated into the global learning foundations courses will increase.

To measure FIU students' level of involvement in curricular and co-curricular global learning activities throughout their entire baccalaureate education, the OGLI will analyze data gleaned from the curriculum scale and the co-curriculum scale of the GPI. The curriculum scale asks students to report how many terms they participated in various types of courses and programs such as service-learning and education abroad, or were exposed to pedagogical strategies that involve students in issues reflecting pluralism and internationalization (six items). The co-curriculum scale asks students to report how many terms they participated in activities out of the classroom that foster global and holistic student development, including participation in community service and leadership programs (six items). FIU will administer the GPI to a stratified sample of at least 10 percent of FIU baccalaureate students near graduation. The OGLI will analyze these data to ensure that students' level of involvement increases with each graduating class. The minimum criterion for success is an FIU average that meets or exceeds the GPI national norms for seniors in public doctoral universities.

FIU's Office of Global Learning Initiatives Will Provide High-quality Faculty and Staff Development Workshops Designed to Advance Interdisciplinary, Problem-centered Global Learning

To advance interdisciplinary, problem-centered learning in FIU's global learning-designated courses, the OGLI conducts development workshops for faculty who are developing or revising courses for global learning designation and for Student Affairs staff members who wish to collaborate with faculty to integrate co-curricular activities in global learning foundations courses. As part of the workshops, faculty and staff are introduced to interdisciplinary, problem-centered learning activities that they can implement in global learning courses and in the co-curriculum.

The OGLI uses two assessment tools to gather data on the quality of the workshops. At the end of each workshop, participants fill out a Faculty-Staff Global Learning Workshop Evaluation. Three to nine months after the workshops occur, the OGLI will conduct one-hour focus groups with a random sample of workshop participants [Focus Group Protocol]. The OGLI will use the feedback to plan improvements in future workshops.

FIU Students Will Gain Proficiency in the Knowledge, Skills, and Attitudes of Global Citizenship (Global Learning Student Learning Outcomes) over the Course of Their FIU Education

Section IV of this report, "Student Learning Outcomes for Global Learning," outlines the university's procedures for assessing its global learning SLOs in detail. The three global

learning SLOs spring from the university's commitment to the advancement of interdisciplinary, problem-centered global learning:

1. Students will demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
2. Students will demonstrate the ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
3. Students will demonstrate willingness to engage in local, global, international, and intercultural problem solving.

To assess its global learning SLOs, the OGLI has adopted FIU's preferred pre-test/post-test model, which compares freshmen student samples with graduating student samples to determine value added during a student's experience at FIU. The OGLI staff will analyze the pre-test to post-test score gains across the institution to determine the extent to which students have achieved the three SLOs by the time of graduation and what they have gained from the QEP experience at FIU. The pre-test/post-test model will be used to assess FIU's global learning SLOs in two different ways: directly and indirectly.

To measure the first two SLOs directly, FIU will deliver the CRA as a pre-test/post-test. After reading an assigned case study, students will respond to essay prompts designed to test the first two global learning SLOs. For the pre-test, FIU will administer the test instrument to a cluster sample of at least 10 percent of incoming freshmen clusters drawn from randomly selected SLS 1501 Freshmen Experience course sections, and to a stratified sample of at least 10 percent of all incoming transfer students with an AA degree from a Florida public institution. For the post-test, FIU will administer the test instrument to a stratified sample of at least 10 percent of baccalaureate students near graduation.

To measure all three SLOs indirectly, FIU will use the Web-based GPI, an instrument that measures perspectives and experiences by asking respondents to rank survey statements. For the pre-test, FIU will administer the GPI during orientation to all incoming freshmen and transfer students with an AA degree from a Florida public institution. For the post-test, FIU will administer the GPI to a stratified sample of at least 10 percent of baccalaureate students near graduation. To gather baseline data, in 2010-11 FIU will also administer the test instrument to a stratified sample of at least 10 percent of FIU baccalaureate students near graduation. These students will have had no exposure to global learning courses.

1. The first global learning SLO corresponds indirectly to the Cognitive domain of the GPI, which assesses the degree of complexity of the respondent's view of the importance of cultural context and multiple perspectives in judging what is important to know and value.
2. The second global learning SLO corresponds indirectly to the Intrapersonal domain of the GPI, which assesses the respondent's level of awareness of unique identity and degree of acceptance of the ethnic, racial, and gender dimension of his/her identity, as well the level of respect for and acceptance of cultural perspectives different from his/her own and degree of emotional confidence when living in complex situations.

3. The third global learning SLO corresponds indirectly to the Interpersonal domain of the GPI, which assesses the respondent's level of interdependence and social concern for others, as well as the degree of engagement with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings [Interpretive Guide for GPI].

In addition to using the scales of the GPI to assess the SLOs individually, the OGLI will also analyze the scores of graduating FIU students on the global citizenship scale of the GPI, which measures students' level of understanding about cultural differences, identity as one who can interact with others from different cultures, and self-confidence in making a difference in this world.

The OGLI will run descriptive statistics (e.g., mean, frequency) on the data for all scales of the GPI. FIU has established minimum criteria for success on the GPI post-test based on GPI-established national norms for seniors in public doctoral universities. The university will adjust these criteria as national norms and institutional trends evolve.

The OGLI staff will compare the pre-test to post-test score gains of the CRA and the GPI to determine the extent to which students have gained proficiency in the knowledge, skills, and attitudes of global citizenship (global learning SLOs) over the course of their FIU education. In addition, the OGLI will analyze post-test data to compare graduating-student data year to year, and will analyze graduating-student data for each of the baccalaureate degree-granting programs (by cluster) in order to explore and compare improvements in student achievement by academic program.

The assessment results will help the OGLI identify specific core curriculum and discipline areas in need of improvement.

SECTION XI: GLOSSARY OF TERMS

Artifact: An assignment (paper, project, test) that demonstrates the students' abilities and is collected for the purposes of student learning outcome assessment.

Attitude: A judgment developed on the ABC model (affect, behavior, and cognition). The *affective* response is an emotional response that expresses an individual's degree of preference for an entity. The *behavioral* intention is a verbal indication or typical behavioral tendency of an individual. The *cognitive* response is a cognitive evaluation of the entity that constitutes an individual's beliefs about the object.

Bloom's Taxonomy: A classification of cognitive intellectual behavior. For each behavior, Bloom's taxonomy has several action verbs that can be used for developing and writing outcomes. The behaviors are divided into six levels from the simplest to most complex: (1) Knowledge (2) Comprehension; (3) Application; (4) Analysis; (5) Synthesis; (6) Evaluation (Bloom, 1956).

Case-Study Response Activity (CRA): Assessment cases developed to measure specific SLOs.

Cluster Sampling: A random sampling method in which clusters or groups are randomly selected and all the artifacts or participants in the selected clusters or groups are evaluated (e.g. five classroom sections of a course are taught one academic year, two are randomly selected for assessment, and all students within the two sections are assessed).

Comprehensive Internationalization: The process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of post-secondary education (Knight 1999).

Course Learning Outcome (CLO): Outcomes focused on student knowledge, skills, and attitudes at the completion of a specific course.

Direct Measures: Assignments (artifacts) that show gained knowledge or skills (e.g. papers, projects, exhibitions, tests).

Faculty Panel: A committee of two or more faculty members, discipline related professionals, and/or alumni who gather to assess artifacts for student learning assessment, program assessment, and overall continuous improvement.

Formative Assessment: Assessment that takes place in all levels of the curriculum or program (from introductory courses to advanced courses). Data is periodically collected to provide faculty with information on current performance or status. Results generated are used for course level improvement rather than general program level improvement.

Global: Systems and phenomena that transcend national borders.

Global Citizenship: The willingness of individuals to apply their knowledge of interrelated issues, trends, and systems and multi-perspective analytical skills to local, global, international, and intercultural problem solving.

Global Learning: The process by which students are prepared to fulfill their civic responsibilities in a diverse and interconnected world (Hovland 2006).

Indirect Measures: Data collection instruments (e.g. surveys, interview questions) that measure perceptions of courses, degree programs, or services and in which people are asked to reflect on their experiences (i.e. self-reported data and instruments).

Intercultural: Pertaining to or taking place between two or more cultures.

Interdisciplinary: Curriculum that consciously applies the methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience.

International: Pertaining to relations between or among nations.

Perspective: Ordinarily unexamined assumptions, evaluations, explanations, and conceptions of time, space, causality, etc. (Hanvey 1982).

Problem-based: A student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences.

Post-Assessment: Assessment activities conducted in the final semester students participate in the *Global Learning for Global Citizenship* QEP. A 10 percent sampling technique will be utilized.

Pre-Assessment: Assessment activities conducted prior to students participating in the *Global Learning for Global Citizenship* QEP. A 10 percent sampling technique will be utilized of freshman and transfer students.

Program Goals: Goals developed for the evaluation of the QEP.

Program Outcomes: Outcomes that focus on what the degree programs should accomplish each year with students in terms of program quality, efficiency, and productivity (e.g. retention and graduation rates. FIU uses its existing program outcomes assessment process, as described in 3.3.1.1 of FIU's SACS Certification of Compliance Report, to assess the QEP program goals.

Random Sampling: A sampling method in which artifacts or participants are randomly selected. Randomization can be conducted by selecting numbers from a bowl, using a random numbers table, or using specialized software.

Sampling: The process of choosing a fraction of students from the larger population.

Stratified Sampling: A random sampling method that is typically used for populations where the researcher wants to ensure that certain groups are represented. Artifacts or participants are first sorted into homogenous groups and then a random sample is selected from each homogenous group.

Student Learning Outcome (SLO): Measurable outcome focused on students' knowledge, skills, or attitude after completing a degree program with the graduating student as the unit of analysis. SLOs should be specific, measurable, attainable, and achievable within an assessment cycle.

Summative Assessment: Evaluative assessment that occurs at the end of a course or degree program and provides information on overall performance or status. Results used to improve student learning in future offerings.

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SECTION XIII: APPENDICES

Appendix A: *Global Learning for Global Citizenship* Curriculum Framework

The purpose of Florida International University's *Global Learning for Global Citizenship* Quality Enhancement Plan (QEP) is to provide every FIU undergraduate with educational opportunities to achieve the knowledge, skills, and attitudes of global citizenship. In order to meet this goal, the global learning curriculum will follow the following developmental structure:

Global Learning Foundations Course

Students entering FIU without an Associate of Arts degree from a Florida public institution will take a minimum of one (1) global learning foundations course within the core curriculum.

- A minimum of six foundations courses will be developed. These courses will address the three[2] global learning outcomes. Courses will be interdisciplinary in content.
- Foundations courses will be placed within existing categories of the core curriculum. They will fulfill both the core curriculum category requirement and the global learning foundations course requirement.

Upper-division Global Learning Course

Students will take a minimum of one (1) upper-division global learning course, which may include a global learning foundations course. Students who enter FIU with an Associate of Arts degree from a Florida public institution will take a minimum of two (2) upper-division global learning courses. Students may meet the requirement by taking approved upper-division global learning courses as electives or, where available, in their major. Upper-division global learning courses will address the global learning outcomes.

The schedule for initiating implementation of the QEP is based on the phases of the graduation requirement. In 2010-11, FIU will offer a sufficient number of GL foundations courses in the University Core Curriculum (UCC) to accommodate its FTIC students. In fall 2011, when the requirement applies to all students, FIU will increase the number of global learning foundations courses in the UCC to accommodate both FTIC students and transfer students entering FIU without an AA degree. In addition, in fall 2011 FIU will offer a sufficient number of upper-division global learning courses to accommodate the two-course requirement that applies to transfer students matriculating with an AA degree. In fall 2013 FIU will offer a sufficient number of upper-division global learning courses to accommodate all upper-division students.

[2] Amended from three to six on June 15, 2010 [FS Motions 6/15/10; Student Learning Outcomes 6/15/10].

Appendix B: QEP Discussions

QEP DISCUSSIONS WITH ACADEMIC UNITS: FALL 2008 – SUMMER 2009

Division	Date	Time
School of Hospitality & Tourism Management	October 2, 2008	3:30PM-4:30PM
College of Education	October 15, 2008	1:30PM-2:00PM
Biological Sciences	November 13, 2008	2:00PM-3:00PM
School of Social Work	January 22, 2009	1:00PM-2:30PM
College of Engineering & Computing	March 30, 2009	2:15PM-3:00PM
College of Arts & Sciences	April 2, 2009	3:30PM-4:30PM
College of Business Administration	April 3, 2009	2:00PM-3:00PM
School of Journalism & Mass Communication	April 9, 2009	3:30PM-4:30PM
College of Architecture & the Arts	April 23, 2009	3:00PM-5:00PM
Honors College	April 30, 2009	10:00AM-12:00PM
Public Administration	July 1, 2009	4:00PM-4:30PM
College of Nursing & Health Sciences	July 8, 2009	4:00PM-5:00PM
Construction Management	July 9, 2009	1:00PM-1:30PM
Liberal Arts	July 14, 2009	1:00PM-1:30PM

QEP FOCUS GROUPS FALL 2008 – SUMMER 2009

Focus Group	Date	Time
Student	November 15, 2008	9:00AM-10:00AM
Student	November 18, 2008	10:00AM-11:00AM
Student	November 25, 2008	11:00AM-12:30PM
Faculty	December 2, 2008	9:00AM-1:00PM
Faculty	January 15, 2009	12:30PM-1:30PM
Faculty	January 16, 2009	1:00PM-2:00PM
Faculty	January 23, 2009	1:00PM-2:00PM
Center & Institutes	February 20, 2009	1:00PM-2:00PM
Student	February 25, 2009	9:00AM-10:00AM
Faculty	February 27, 2009	1:00PM-2:00PM
Faculty	April 6, 2009	1:00PM-2:00PM

QEP DISCUSSIONS WITH NON-ACADEMIC UNITS: FALL 2008 – SUMMER 2009

Division	Date	Time
QEP Development Team	September 17, 2008 October 15, 2008 October 29, 2008 December 3, 2008 January 21, 2009 February 18, 2009 April 15, 2009	3:00PM-5:00PM 3:00PM-5:00PM 3:00PM-5:00PM 3:00PM-5:00PM 2:00PM-4:00PM 2:00PM-4:00PM 2:00PM-4:00PM
Department Chairs' Meeting	October 10, 2008	10:30AM-11:30AM
Arts & Sciences (Dean)	October 17, 2008	12:00PM-1:00PM
SACS Reaffirmation Faculty Forum	October 23, 2008	3:00PM-5:00PM
President's Council	October 30, 2008	6:00 PM - 8:00 PM
Undergraduate Education (Dean)	February 4, 2009	10:00AM-11:00AM
Office of Education Abroad	February 6, 2009	2:00PM-3:00PM
Faculty Senate Steering Committee	February 10, 2009	1:00PM-2:00PM
School of International & Public Affairs (Director)	February 13, 2009	12:30PM-1:30PM
QEP Design Team	February 16, 2009 March 9, 2009 April 6, 2009 June 18, 2009	1:00PM-3:00PM 12:30PM-2:30PM 12:30PM-2:00PM 3:00PM-5:00PM
Faculty Senate	February 17, 2009	1:00PM-3:00PM
Student Government Association	February 18, 2009	4:00PM-5:00PM
Student Affairs	October 16, 2008 March 4, 2009 June 4, 2009	11:00 PM-12:00 PM 9:00AM-10:00AM 11:00AM-12:00PM
Board of Trustees	March 31, 2009	9:00AM-11:00AM
FIU Libraries	April 14, 2009 May 7, 2009	3:30PM-4:30PM 11:00AM-12:00PM
Wolfsonian-FIU	May 8, 2009	12:00PM-12:30PM
Peer Advisors	May 26, 2009	11:00AM-12:00PM

Appendix C: Co-curricular Global Learning Programs and Services

Global Awareness: Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

Student Affairs supports the learning of intercultural, international, and global issues through large-scale events that inform the campus community.

Campus Life

SGA Lecture Series -- Campus-wide lectures by international experts on global topics.

Tuesday Times Roundtable – The SGA sponsors the New York Times Readership program and collaborates with the OGLI to hold weekly open discussions of global issues.

Women's Center

Women Who Lead Conference – Annual day-long conferences at MMC and BBC enhance the leadership development of female students at FIU. This year's focus is on women leading in a global environment and includes speakers and panelists who represent our global community.

International Day for the Elimination of Violence Against Women – this event raises public awareness of this global problem through speakers, discussions, film series, and self-reflection.

Global Perspective: Ability to develop a multi-perspective analysis of local, global, international, or intercultural problems.

Student Affairs encourages the development of personal perspective and the awareness and appreciation of other perspectives through programs and services that require self-assessment, interaction with others, and exposure to different cultures. SA staff impact student learning through mentoring and advising, training, and assessment and evaluation activities.

Campus Life

Cultural Events and Programs – Campus Life presents a series of programs associated with Hispanic Heritage Month, Pan-African Heritage month, and One World Celebration.

Cultural-based Student Organizations – Campus Life oversees culturally and globally based organizations that provide for cultural enrichment, awareness, and celebration.

Campus Recreation

International Sports Program – Scheduled in conjunction with International Education Week, demonstrations, videos, and information tables providing exposure to sports around the world.

Career Services

International Internships and Career Placements – Campus Services works with international corporations and government agencies to develop work opportunities around the globe.

Study Abroad Fair – Collaboration with the Office of Education Abroad.

Diversity Networking Event – Sponsored by the US Department of State, this new event will target new and mid-level career professionals from all disciplines.

Center for Leadership & Service
Academy of Leaders –Semester-based program focused on personal empowerment and diversity inclusion as it relates to building the leadership capacity of our students.

Graham Center/Wolfe University Center
International Dance Classes - offered at both student centers; tango, salsa and others.

Visual Presentation of Cultures – Flags from over 80 countries are displayed in the student center as a visual reminder of our diverse FIU community; works of art by international artists.

International Student and Scholar Services
International Education Week – International Student and Scholar Services coordinates campus wide events and activities that include foreign film showings, receptions, study abroad workshops, cultural displays, authentic food and cultural performances, consulate visits, and panel discussions.

Photo Contest – BBC's International Student and Scholar Services hosts this annual event to provide BBC and MMC students the opportunity to exhibit their talents and see the world through a new lens. An ongoing display is housed in the International Student and Scholar Services office.

Multicultural Programs & Services
SAGE Scholarship – Multicultural Programs and Services offers four scholarships to international and transfer students in amounts ranging from $500- $1000. SAGE scholarships recognize academic and leadership efforts of our international student community.

Multiple departments
BBC Diversity Day – Student Affairs departments collaborate annually to educate the campus community on diversity issues, awareness, and appreciation.

Student Leader Training – Student Affairs provides training for diversity awareness and appreciation.

Staff Diversity Training -- The staff development committee coordinates training opportunities for Student Affairs staff to enrich knowledge and skills in diversity and interpersonal skills.

Women's Center
Sisterhood Retreat – This weekend encourages personal development by bringing together diverse women to engage in personal reflection, self-assessment, and perspective sharing.

Upward Bound & Pre-college Programs
Pre-college Residential Programs – Students served come from a low-socioeconomic environment or are the first in their families to attend college. During the academic year, the students attend training, support and tutoring activities. In the summer, the students experience life in college through residential or commuter programs.

Educational Talent Search Pre-College Summer Program – This program provides middle school and high school participants with exposure to diverse cultures,

McNair Research Exchange –McNair Fellows spend semesters researching abroad and complete summer research at various universities throughout the United States, giving them the opportunity to interact with a wide range of students from different cultures and backgrounds.

Global Engagement: Willingness to engage in local, global, international, and intercultural problem solving.
Student Affairs encourages students to use their global awareness and global perspective to solve problems by developing accountability for decision-making in student leadership roles, providing opportunities for social and political activism, and giving recognition for exemplary global citizenship.

Campus Life
Service Awards – Students recognized annually at the Student Life Awards. Service to others and concern for the local and global impact of their actions are major criteria for the awards.

Center for Leadership & Service
Alternative Breaks – Alternative Breaks educates students about social issues and encourages them to make a difference by participating in direct service projects in communities throughout the country and abroad. Participating students engage in-depth training and reflection activities to prepare for their experience.

Service-learning – The Center for Leadership & Service provides coordination of community service sites, facilitation of reflective learning, and training for faculty using service-learning as a teaching methodology.

Civic Engagement Medallion of Distinction – The Medallion recognizes excellence in service to the community. Students earn the distinction by accumulating a required number of service hours while students at FIU and maintaining a minimum grade point average. Qualified students wear the Medallion at commencement.

Multiple Departments

Student Leader Training – Student Affairs provides training for student leaders emphasizing social responsibility and civic engagement.

Upward Bound & Pre-college Programs

McNair Research Exchange – Middle and high school students take on leadership roles to benefit the community through such activities as school and neighborhood beautification projects, homeless outreach, and toy drives.

Upward Bound Math/Science -- This program incorporates a Leadership Academy into the Residential Summer Program. Students learn leadership styles, develop a sense of civic and global responsibility, create a personal mission statement, and identify core values.

Pictured on the cover, from left to right:

Alumna Karen L. Levin in Ethiopia with ***Nurses Without Borders*****;** former United Nations Secretary-General U-Thant at FIU groundbreaking, 1971; FIU's diverse student body; Archbishop Desmond Mpilo Tutu receiving honorary degree, 1999; Honors Society International

Flag March; School of Hospitality and Tourism in Tianjin, China; Professor Arturo Sandoval; view from Graham Center, MMC; International Week, 1979