



Annual Impact Report of  
Florida International University's  
**Office of Global Learning Initiatives**



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## EXECUTIVE SUMMARY

*Global Learning for Global Citizenship* is the 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 (GL).

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

Global learning is the process by which students are prepared to fulfill their civic responsibilities in a diverse and interconnected world (Hovland 2006). FIU fosters 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 acquire knowledge of interrelated world conditions, the ability to analyze issues from multiple perspectives, and the willingness to engage in local, global, international, and intercultural problem solving. FIU uses multiple methods to assess these GL student learning outcomes (SLOs) and uses assessment data for continuous improvement of student learning and quality control.

The QEP's success rests on the achievement of four program goals: (1) FIU will provide a sufficient number of GL courses to enable students to meet the GL 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 GL co-curricular activities into the baccalaureate curriculum; (3) FIU's Office of Global Learning Initiatives (OGLI) 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 is 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 initially allocated a budget of \$4.11 million to implement the GL curriculum and co-curriculum, maintain the OGLI, provide for significant professional and faculty development, execute a comprehensive communications and public relations campaign, dedicate classroom space and technology to accommodate GL courses, and support co-curricular programs.

Since 2006 FIU has engaged in a broad-based process of developing and implementing its QEP. This process helped the FIU community to realize that there was a gap between the university's founding purposes and the opportunities it provided for a globally oriented education. FIU's QEP bridges 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 the greater FIU community as integral to achieving the institution's founding purposes: education of students, service to the community, and greater international understanding.

## Program Goals and Intended Student Learning Outcomes

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

Program Goal	Assessment
1. FIU will provide a sufficient number of GL-designated courses to enable students to meet the GL curriculum requirement outlined in the <i>Global Learning for Global Citizenship Curriculum Framework</i> .	<ul style="list-style-type: none"> <li>• Annual comparisons of GL course offerings to student enrollment and to projections made in FIU's 5-year QEP Strategic Plan</li> </ul>
2. The OGLI will increase internal and external support for integrative global learning.	<ul style="list-style-type: none"> <li>• Annual comparisons of student participation in integrative GL activities sponsored or co-sponsored by the OGLI</li> <li>• GL Medallion program exit survey</li> <li>• GL Medallion program student reflections</li> <li>• Global Perspective Inventory (GPI), Curriculum and Co-Curriculum scales</li> </ul>
3. FIU's OGLI will provide high-quality faculty and staff development workshops designed to advance interdisciplinary, problem-centered global learning.	<ul style="list-style-type: none"> <li>• GL Faculty/Staff Workshop evaluations</li> <li>• Focus groups conducted 3-6 months after workshops</li> </ul>
4. FIU students will gain proficiency in the knowledge, skills, and attitudes of global citizenship over the course of their FIU education.	<ul style="list-style-type: none"> <li>• GPI</li> </ul>

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

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

GL SLO	Assessment
Global Awareness: Students will demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.	<ul style="list-style-type: none"> <li>• GPI, Cognitive-Knowing and Cognitive-Knowledge scales</li> </ul>
Global Perspective: Students will demonstrate the ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems.	<ul style="list-style-type: none"> <li>• GPI, Intrapersonal-Identity and Intrapersonal-Affect scales</li> </ul>
Global Engagement: Students will demonstrate willingness to engage in local, global, international, and intercultural problem solving.	<ul style="list-style-type: none"> <li>• GPI, Interpersonal-Social Interaction and Interpersonal-Social Responsibility scales</li> </ul>

**Table 2: GL SLOs and Assessments**

## Significant OGLI Developments, AY 2017-18

FIU's OGLI developed in a number of important ways during AY 2017-18. These developments were implemented to address FIU's *BeyondPossible2020* strategic plan, previous years' program goal assessment results, and changes in institutional context.

**Comparative and International Education Society (CIES).** In June 2016 the OGLI became home to the Office of the Executive Director (OED) of CIES, the largest and oldest of 47 comparative and international educational societies in the world. OGLI Executive Director Hilary Landorf became the Executive Director of CIES, and the organization committed more than \$400,000 over three years to fund the OED at FIU. Landorf and the OED team of Managing Director Mariusz Galcynski, Communications Coordinator Connie Penczak (FIU '16), Operations Assistant Salma Hadeed (graduate assistant), and newsletter editorial assistant Bahia Simons-Lane (graduate intern) produced the following major accomplishments during AY 2016-17:

- Coordination, with President-Elect Regina Cortina (Professor, Columbia University, Teachers College) and Indiana University Conferences, of all aspects of the 62nd Annual CIES Conference, which took place March 25-29, 2018 in Mexico City. This year's conference, with the theme, "Re-Mapping Global Education: South-North Dialogue, had 3176 attendees from 114 countries, making it the largest conference in the over 60-year history of CIES. Revenue and expense transactions from the conference exceeded 1.2 million dollars.
- Development of models for replacement of membership and journal subscription systems and securing of a contract for CIES to assume ownership on August 1, 2018, of these systems, previously managed by University of Chicago Press. This is the first time ever that CIES has owned and managed its membership and journal systems.
- Development of a new CIES website that centralizes several important functions and activities of the Society, including membership management, 32 Special Interest Groups, over a dozen standing and ad-hoc committees, and conference registration.
- Negotiation of over 20 vendor contracts, including a multi-year book series, *Education in Global Perspective*, with SUNY Press.

**Collaborative Online International Learning (COIL).** Seven COIL courses were offered in AY 2017-18, including five newly developed courses. FIU faculty in Women's Studies, Education, English, and Art History partnered with faculty and students in Brazil, China, Mexico, and Colombia. Significant developments in the FIU-COIL initiative including designing branding materials such as a logo and standup banner; establishing a web site (<http://coil.fiu.edu>); creating a six-module online COIL Course Development course in Canvas; and, implementing the first "Introduction to COIL" intake event for domestic and international partners.

**Student Internships and Fellowships.** The OGLI continued to grow the number of globally-focused internship opportunities available to FIU students and provided enhanced services for successful internship placement, including career coaching and resume review. A new partnership was forged with Read Conmigo, the philanthropic arm of Infinity Insurance, which provides bilingual books to children and families in Miami. Existing partners, including Global Ties Miami and BBC Studios, placed high numbers of interns. Thirty-two students received globally-focused internship placements during AY 2017-18 as a result of proactive relationship-building and robust student consultation.

**Retention Rates of GL Medallion students.** New data suggest that students pursuing the GLM are experiencing consistently higher retention rates than their non-GLM peers. GLM students who entered FIU in 2014 as FTICs and had a cumulative GPA in AY 2017-18 of between 3.74 and 4.0 experienced a two-year retention rate of 100%, while students not pursuing a GLM but entered at the same time and had a similar GPA experienced a 91% retention rate. The trend of higher retention rates for GLM students was maintained across all GPA levels.

**GL Research Fellowships.** The OGLI awarded one research fellowship to faculty during AY 2016-17. In their project, “The Impact of Natural Disasters on Global Tourism,” Drs. Miranda Kitterlin and Lisa Cain, both faculty members in the Chaplin School of Hospitality and Tourism Management, are collaborating with several students in an undergraduate global learning course, Hospitality and Marketing Strategies (HFT 3503), to examine the impact of natural disasters on global tourism. Kitterlin and Cain task students with conducting case studies on hospitality organizations that operate in areas that have been affected by a major natural disaster in the last calendar year, with the goal of determining the most effective ways the hospitality industry can prepare for and respond to these challenges. Upon completion of the case study, results are presented to faculty and administration, as well as developed into a submission for the Johnson & Wales Case Study Competition (<http://www.chrie.org/membership/case-study-competition/index.aspx>).

**National and International Visibility.** OGLI staff, together with colleagues from FIU and leading institutions in international education, increased FIU’s visibility through publications and by making presentations via conferences, workshops, and webinars. The OGLI focused its efforts on reaching senior internationalization officers and others grappling with the following topics in the field:

- **Defining Global Learning:** OGLI Executive Director Hilary Landorf and Director Stephanie Doscher received invitations from major publications to write articles setting forth the principles underlying their definition of global learning. Doscher and Landorf’s “Universal Global Learning, Inclusive Excellence, and Higher Education’s Greater Purposes” appeared in the Winter 2018 issue of *Peer Review*; Landorf, Doscher, and Bahia Simons-Lane’s “The Origin and Meaning of Global Learning” appeared in May 2018 in *Internationalization of Higher Education: The Handbook*, published by the International Association of Universities; and, Landorf and Doscher’s “Why Global Learning is Foundational to Higher Education” appeared in the May 2018 issue of NAFSA’s *Trends & Insights*.
- **Leading Universal Global Learning:** Landorf served on a keynote panel at the American Council on Education’s Executive Forum on Leading Internationalization in Washington, D.C. in October, 2017. Together with Joseph Jones, President, Arkansas Baptist College, Clarence Wyatt, President, Monmouth College, Virginia Rowthorn, Executive Director, Center for Global Education Initiatives, University of Maryland, Baltimore, and Samory Pruitt, Vice President, Division of Community Affairs, University of Alabama, Landorf discussed strategies for leading internationalization initiatives through community relations and engagement. At the annual Diversity Abroad conference in Miami, FL (April, 2018), Landorf discussed “Minority-serving Institutional Perspectives on Campus Internationalization” with Dimeji Togunde, Associate Provost for Global Education at Spelman College and Charles Sasaki, Dean of Academic Affairs at the University of Hawaii’s Windward Community College. Hilary Landorf and Stephanie Doscher presented their seven-component model for making global learning universal in higher education at the annual meeting of the Association of American Colleges & Universities (AAC&U) in Washington, D.C. in January 2018; the Diversity Abroad Conference in Miami, FL in April 2018; and, at the biennial International Conference on Thinking in Miami, FL in May 2018. Landorf and Doscher also presented strategies for effective professional development of universal global learning at AAC&U’s Global Engagement and Social Responsibility conference in New Orleans, LA in October 2017.
- **Global Learning Approaches around the World:** As part of NAFSA’s Architecture for Global Learning webinar series, Landorf, Frank Rusciano, Professor of Political Science at Rider University, and David Killick, Head of Academic Staff Development at Leeds Beckett University and presented “Designing Curriculum for Global Learning” (September, 2017). Landorf, Dawn Michele Whitehead, Senior Director for Global Learning and Curricular Change at AAC&U, and David Killick were invited to lead a pre-conference workshop on “Global Learning: The Latest Developments in Approaches, Strategies, and Methods from the U.S. and the World” at the annual

conference of the Association of International Education Administrators in Washington, D.C. (February, 2018).

- Co-Curricular Engagement and ePortfolios:** OGLI Program Manager Eric Feldman's presentations and publications explored cutting-edge strategies in student engagement. Regarding services for online students, Feldman presented "Engaging Fully-online Students in Democratic Practice" at the 2018 ADP/TDC/NASPA Civic Learning and Democratic Engagement Meeting in Anaheim, CA and "Universal Global Learning Through Virtual Programming and Co-curricular Programs" at the 2018 Diversity Abroad Conference in Miami, FL. He shared expertise in ePortfolios, a high impact practice, in "Case Study for ePortfolios and Internationalization: Meeting the Needs of the Emergent Global Leader," in *The Field Guide to Eportfolio*, published by AAC&U, and in "Prompting Reflection with ePortfolios in a Global Distinction Program" at the Globalizing the Liberal Arts Conference in Aliso Viejo, CA. Feldman discussed reciprocal local partnerships for service learning at the 5<sup>th</sup> Global Service-Learning Summit in South Bend, IN and strategies for preparing students for the Peace Corps at the 2017 PCP Coordinators Conference in Washington, D.C.

## OGLI's Impact on Student Learning and the Environment Supporting Student Learning, AY 2017-18

The OGLI's Program Goals 1-3 address students' global learning and the environment supporting global learning. The OGLI impacted these goals in the following ways during AY 2017-18:

**Program Goal 1: FIU will provide a sufficient number of GL-designated courses to enable students to meet the GL curriculum requirement outlined in the *Global Learning for Global Citizenship Curriculum Framework*.** In order to determine whether FIU was adequately accommodating all students subject to the undergraduate GL graduation requirement during AY 2017-18, FIU compared the number of GL-designated courses taught and annual enrollment in these courses to annual entering student enrollment figures. Two hundred and thirteen approved GL courses were available to be offered in AY 2017-18 (fall '17, spring '18, summer '18). Of the 213 GL courses available, 75% or 159 of these were taught during AY 2017-18. A total of 50,793 seats were filled in these courses. Of the total seats filled, 4548 were filled by first-time-in-college (FTIC) freshmen. This number represented 93.7% of the 4,855 FTIC freshmen that entered during AY 2017-18 (see Table 3). This exceeded the projected 50 percent GL course enrollment needed to signal that FIU was providing a sufficient number of GL-designated courses to enable FTIC freshmen to meet the GL graduation requirement. A total of 31,758 individual students completed GL courses in AY 2017-18.

Transfer students entering FIU in AY 2017-18 filled 8,739 seats in GL-designated courses (see Table 3). This number represented 100.1% of the 8,659 transfer students entering that year, well exceeding the goal of 75% GL course enrollment for incoming transfers.

AY 2017-18 GL Course Enrollment Totals			
	Number of Students Entering FIU <sup>1</sup>	Number of Entering Students Enrolled in GL Courses	Percentage of Students Entering Who Enrolled in GL Course
<b>FTIC</b>	4855	4548	93.7%
<b>Transfers</b>	8,659	8,739	100.1%

**Table 3: Number of Seats Filled In GL Courses, By Class Status, AY 2017-18**

Twenty-one new GL courses were approved during AY 2017-18. Continued interest in the establishment of new GL courses was welcome, as the original QEP projected that in order to enable students to meet the GL requirement, there would not be a need to develop additional GL courses

past AY 2011-12. Ninety-seven percent or 70 of FIU's 72 undergraduate programs included one or more GL-designated courses in their degree's program of study.

**Program Goal 2: The Office of Global Learning Initiatives will increase internal and external support for integrative global learning.** FIU assessed this goal through annual comparisons of student participation in integrative GL activities sponsored or co-sponsored by the OGLI and analysis of results from GL Medallion program exit surveys, GL Medallion program student reflection essays, and the Curriculum and Co-curriculum scales of the GPI.

- *Annual Comparisons of Student Participation:* During AY 2017-18, 1,460 students were enrolled in the Global Learning Medallion (GLM), up from 1,439 enrollees during the previous academic year. Fifty-five students were enrolled in the Peace Corps Prep (PCP) program, compared to 38 last year. Nineteen students were leaders of four OGLI-affiliated clubs and organizations totaling 712 members, and an additional 31 students resided in the Global Living/Learning Community. The OGLI saw robust participation in its sponsored events, with 829 individuals attending 33 Tuesday Times Roundtable (TTR) sessions, as compared to 934 attendees at 38 sessions in AY 2016-17. This computed to an average TTR session attendance of 25.12 in AY 2017-18, up 24.58 the previous year. The OGLI hosted 48 additional events, including a nonprofit career panel, the Walk for Humanity, and lectures on ending child marriage and developing indigenous startups.
- *GLM Program Exit Survey:* Ninety eight percent of the 58 students who completed the survey reported a positive experience. Comments included, "I really enjoyed this program and it was one of best parts of my undergraduate degree. It kept me busy with interesting activities and helped me grow academically and as a global citizen," and "Joining the GLM was, without a doubt, one of the best decisions of my undergraduate years. I have always felt a great need to seek more knowledge about what connects people, places and circumstances around the world."
- *GLM Student Reflection Essays:* All graduating GLM students completed a reflective essay as a required ePortfolio component. A recurring theme was that students realized how much they didn't know about the world prior to participating in the Medallion. One graduate wrote, "To my surprise, there was so much more than the world I thought I had seen enough of." Others focused on how internship experiences impacted their career trajectories. Graduates consistently expressed a desire for lifelong learning. One wrote, "The time I've spent as a student and as an intern has taught me to never limit myself, push forward for the things I wish to achieve, and that even after graduation, I'll never be done learning."
- *GPI Curriculum and Co-Curriculum Scales:* Three thousand four hundred twenty (3420) graduating seniors responded to the curricular and co-curricular participation questions on the GPI during AY 2017-2018. The OGLI found that on average, seniors graduating in AY 2017-18 participated in GL co-curricular activities while at FIU 1.20 semesters. There is no statistically significant difference between the rate of participation of AY 2017-18 seniors in GL co-curricular activities and that of seniors graduating in AY 2016-17 (1.27 semesters). However, the OGLI did find a statistically significant difference between the rate of participation of AY 2017-18 seniors in GL curricular activities (1.77) and that of seniors graduating in AY 2016-17 (1.26). This difference demonstrates that integrative global learning is becoming the norm throughout the curriculum.

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

- *Survey:* Twenty-six faculty and staff members attended GL Course Design and Instruction workshops during AY 2017-18. Post-workshop surveys were used to gauge the extent to which participants perceived the workshop as having prepared them to design and teach GL courses. One hundred percent of respondents agreed or strongly agreed that the workshop gave them a better understanding of global learning and of the GL outcomes. Two respondents reported that they did not leave with a better idea of the concept of global citizenship. All participants felt

prepared to develop global problem-based themes for their courses, and all but one felt prepared to develop a GL syllabus and GL assessments. All but two felt prepared to develop diverse content and readings for their courses. Three respondents felt they were not yet prepared to report GL assessment data to the OGLI.

In open ended comments, when asked to reflect on their thoughts concerning global learning, faculty consistently stated that it should be a necessary and fundamental component of all students' education. They found the workshop highly motivating and, in some cases, validating of what they already do or think as educators. Respondents commented that the workshop's interactive nature, its open discussions, and the facilitator's use of GL teaching strategies were most effective. In terms of what did not work so well or needed improvement, suggestions concerned adding more time for work on syllabi or assessments or adding a follow up session, providing more discipline-specific examples, and the addition of even more teaching strategies.

- *Focus Groups:* Thirty-eight faculty members participated in end-of-semester focus groups exploring the long-term impact of GL professional development on instruction and student learning. One theme that emerged this year concerned connections between local and global problems, particularly within the current US political milieu. While faculty strongly valued bringing current events into the classroom, they were also concerned about striking a balance lest students perceive too much discussion as the professor "not teaching" course content. Faculty also articulated that they intentionally employ strategies to capitalize on students' experiential and cultural diversity. There was consensus that students should be given "the opportunity to talk about how what they have been exposed to, the awareness they have gained, the different perspectives they have analyzed...will affect what they are going to do differently—how they are going to be different in the future." This theme merged with that of requiring students to gain experience in the field locally, which could potentially positively impact others internationally. To that end, innovative GL courses are being taught and developed to address issues such as global health concerns, crypto-currencies, and ethical advertising in multicultural and multi-religious settings. In some courses, students are tasked with role playing employment for a world-wide corporation or impersonating a fisherman facing Florida red tide, prompting them to make concrete connections between their learning and their civic and professional decision-making. Focus group participants described how they are capitalizing on the power of social media outlets in the classroom, as well as technology that supports interactive learning and peer collaborations with international partners. As one professor put it, "When you put these young people together, then something wonderful happens." Some GL faculty still struggle with how much technology should be utilized in the classroom. The question among them was, "To what extent do personal computers and smart devices enhance student learning or distract students from learning?" Several instructors noted that they consistently utilized the university's Learning Management System to have students respond to critical questions within the context of a face-to-face class session. A final theme that emerged concerned the importance of flexibility. In the aftermath of hurricane Irma, GL faculty were cognizant of both the physical and psychological challenges many students face. The importance of being flexible to adjust course expectations was stressed.

**Program Goal 4: FIU students will gain proficiency in the knowledge, skills, and attitudes of global citizenship (GL SLOs) over the course of their FIU education.** FIU used the GPI as a pretest/posttest measure to estimate the OGLI's overall impact on student learning.

**AY 2017-18 GPI Results:**

Using an independent sample t-test, the OGLI found a statistically significant increase (\*\*p<.0001, \*\*p<.01, or \*p<.05) in students' average GPI scores for all scales except cognitive knowledge<sup>1</sup>.

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<sup>1</sup> The GPI Cognitive domain indirectly corresponds to the global awareness SLO; the Intrapersonal domain indirectly corresponds to the global perspective SLO; the Interpersonal domain indirectly corresponds to the global engagement SLO



Likewise, using a paired sample t-test for a subgroup (n=365) of students who took the GPI as freshmen and as seniors, for the first time FIU found a statistically significant increase (\*\*p<.0001) in students' average GPI scores for all six scales (see Table 4). These findings are a powerful demonstration that the OGLI's work has a significant positive effect on students' global awareness, perspective, and engagement (see Table 4).

Pretest/Posttest GPI Average Score Results, AY 2010-2018				
GPI Scales	Cohort		Paired Sample	
	2013-14 FTIC N=1561	2017-18 Seniors, N=697	2011-15 FTIC, N=365	2017-18 Seniors, N=365
Cognitive Knowing	3.51	3.53	3.38	3.59***
Cognitive Knowledge	3.83	4.02***	3.62	3.96***
Intrapersonal Identity	4.17	4.27***	3.97	4.27***
Intrapersonal Affect	3.85	3.97***	3.66	3.97***
Interpersonal Social Responsibility	3.81	3.86*	3.65	3.85***
Interpersonal Social Interaction	3.68	3.82***	3.55	3.77***

\*\*\*p<.0001, \*\*p<.01, \*p<.05

**Table 4: Pretest/Posttest GPI Average Score Results, AY 2010-2018**

Using data from the curricular and co-curricular scales of the GPI, the OGLI conducted a regression analysis to determine the relative influence of various GL strategies on seniors' (n=686) global awareness, perspective, and engagement (see Appendix A). Participation in internship programs was found to be significantly positively correlated with all three GL SLOs. This is a new and welcome finding, validating the OGLI's work in providing opportunities for students to obtain internships. The finding also contributes to FIU achievement of our performance-based funding metrics.

In addition, participation in global learning courses and in activities sponsored by groups at FIU that reflect a cultural heritage different from one's own were found to be significantly positively correlated with global awareness and global engagement. Several GL strategies were found to have a significantly positive correlation with students' global awareness, including: community service activities; campus organized discussions on diversity; campus organized discussions on international or global affairs; and, undergraduate research with an FIU faculty member.

## Use of Results to Facilitate Continuous Improvement

Based on program goal assessment results, the OGLI proposes the following developments for AY 2018-19. These will be presented to various stakeholder groups for input and approval, including the Faculty Senate GL Curriculum Oversight Committee (GLCOC), International Working Group, Global Council, Teaching and Learning Collaborative, and the Office of the Provost. These developments will increase the extent to which the OGLI will be able to achieve its program goals and contribute to FIU's *BeyondPossible2020* performance metrics:

**Program Goal 1:** With over 200 GL courses available in 70 of 72 academic departments, the task for the OGLI has changed from helping academic departments increase their GL capacity to ensuring that GL courses continue to retain fidelity to GL content and outcomes. To do this, the OGLI will work with faculty, department chairs, and academic program directors to incorporate GL opportunities such as GL research, lectures, activities, and other events in their departments. They will also discuss ways in which academic departments may showcase their GL accomplishments with internal and external audiences.

**Program Goal 2:** To increase the internal and external support for integrative global learning, the OGLI will implement a variety of communication and advisement strategies during AY 2018-19. It will use MailChimp to track the effectiveness of email outreach, YouTube tutorials to expand student participation, and Calendly for efficient scheduling. These strategies will be aimed at increasing BBC student enrollment in the GLM enrollment and participation in the TTR. Addressing student demand, the OGLI will implement a system for recognizing students at the graduation ceremony who fully complete all elements of the GLM and either two or three GL courses instead of the required four. To increase visibility of community partnerships, the OGLI will feature one partner each month on the [goglobal.fiu.edu](http://goglobal.fiu.edu) homepage and maintain a list of all partners on the site. Alumni engagement will also be a focus this year. The Office will continue to enhance the way the Zoho CRM is used to store data on GLM students, including establishing a Web form for graduate to submit reflections and using a differentiated marking to retain records of all GLM students who graduate not having completed all of the honor's requirements. Alumni accomplishments will be surveyed and stored in Zoho.

**Program Goal 3:** This year will focus on three aspects of GL professional development: one, recruiting all faculty teaching sections of GL courses to take a GL Course Design and Instruction workshop; two, recruiting faculty to give two Brown Bag GL Workshops per semester; and three, helping FIU and international faculty partners develop COIL courses. The OGLI will continue to use its successful workshop recruitment strategies, including personally inviting faculty, working with chairs, and offering on-campus workshops between semesters. Migration of the online version of the GL Course Design and Instruction workshop to Canvas will allow for much greater engagement with those who choose this option. The OGLI will also work once again with the Manager for Continuing Education, Dual Enrollment, and Community Outreach in the Office of Academic Planning and Accountability to ensure that all faculty teaching GL courses in Miami-Dade and Broward County schools receive adequate professional development. Calls for proposals for GL Brown Bag Workshops will be disseminated in late summer/early fall 2018 and in late fall/early spring 2019. In terms of COIL, having successfully implemented the first "Introduction to COIL" intake event and field tested FIU's COIL course development modules in spring 2018, the OGLI and Media Technology Services will facilitate three "Introduction to COIL" events during AY 2018-19. These events will enable two cohorts of partnered faculty to design COIL courses using the online course development modules during this academic year. On-campus and online webinar "Introduction to COIL" events will take place in mid-September 2018, with the cohort beginning to design spring 2019 courses in mid-October. Another "Introduction" event will be conducted in November 2018 as part of International Education Week. Faculty partnerships emerging from that event and another to be held in late January 2019 will begin working on courses for launch in fall 2019 in late February 2019.

**Program Goal 4:** In view of this year's GPI regression analysis finding that participation in internship programs was significantly positively correlated with students' global awareness, perspective, and engagement, the OGLI will continue to focus on seeking out and publicizing opportunities for students to obtain globally focused internships. We will also continue to work with students on preparing their resumes and honing their interview skills to succeed in the workplace. The OGLI will share all the complete set of GPI regression results with faculty, administrators, student clubs, and Student Affairs staff to encourage increased offerings and participation in such strategies as FIU activities that reflect various cultural heritages, and campus organized discussions on diversity issues.

## References

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## Appendix A

### Regression Results Examining the Effect of Curricular and Co-curricular Participation on Global Learning Outcomes for Graduating Seniors, 2017-18 (N=686)

	Cognitive Knowing (GA)	Cognitive Knowledge (GA)	Intrapersonal Identity (GP)	Intrapersonal Affect (GP)	Interpersonal Social Responsibility (GE)	Interpersonal Social Interaction (GE)
56. Events or activities sponsored by groups at FIU that reflect your own cultural heritage	-0.088**	-0.050	-0.045	-0.023	-0.065*	-0.086**
57. Events or activities sponsored by groups at FIU that reflect a cultural heritage different from your own	0.001	0.099**	0.038	0.061	0.077**	0.046
58. Community service activities at FIU	0.093**	0.018	-0.012	0.004	0.031	0.036
59. Campus organized discussions on diversity issues at FIU	0.067*	-0.017	-0.012	0.032	-0.034	0.020
60. Campus organized discussions on international or global affairs at FIU	0.077**	0.021	-0.030	-0.016	0.050	0.044
61. FIU Leadership programs that stress collaboration and teamwork	-0.083**	-0.088**	-0.017	-0.060	-0.090**	-0.078**
62. Religious or spiritual activities at FIU	-0.071*	-0.047	0.016	0.004	-0.037	-0.036
63. Study/education abroad programs through FIU	-0.047	-0.099**	-0.025	-0.062	-0.092**	-0.065*
64. Internship programs through FIU	0.043	0.104***	0.032	0.069*	0.095**	0.068*
65. Undergraduate research with an FIU faculty member	0.065*	0.015	-0.035	-0.024	0.007	0.013
66. FIU global learning-designated courses	-0.001	0.081**	0.058	0.059	0.091**	0.071*
67. Courses at FIU that include materials/readings on race and ethnicity issues	-0.015	-0.034	-0.010	-0.036	-0.072*	-0.043
68. Courses at FIU that include opportunities for intensive dialogue among students with different backgrounds and beliefs	0.017	0.057	0.008	0.038	0.053	0.040

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

\*p < 0.1, \*\*p < 0.05, \*\*\*p < 0.01

Yellow = Significant positive effect

Cyan = Significant negative effect