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October 1-2, 2015
Paramount Plaza Hotel
Gainesville, FL

A blue-tinted world map is visible in the background. In the lower right, a globe is partially visible, showing the Americas. A large, stylized blue wave graphic curves across the bottom of the map area.

15th Annual Fall Conference for International Educators

FCIE FLORIDA CONSORTIUM FOR
INTERNATIONAL EDUCATION

Hosted by:

VALENCIA COLLEGE

UF | UNIVERSITY of
FLORIDA

15th Annual International Education Event

Wednesday, September 30, 2015

12:00-3:00 FCIE Executive Committee Business Meeting *(by invitation only; hosted at Santa Fe College)*

3:00– 5:00 Global Certificate Meeting *(by invitation only; hosted at Santa Fe College)*

Thursday, October 1, 2015

8:00-:100 Registration and Check In- **Ballroom A/B**

8:30-9:00 Continental Breakfast, **Ballroom A/B**

9:00-9:30 Conference Opening: **Ballroom A/B**

- General announcements
- Welcome to new members
- Study Abroad Consortium Programs with EF College Study Tours
- Raffle

9:30-10:15 Opening Session with Karen Borglum & Vilma Fuentes from Valencia College & Santa Fe College

10:30-11:45 **Concurrent Session 1:**

A- Ballroom C: **Teaching to the Practicum: Training International Practitioners**, Lyriisa Lidsky, Thomas Ankersen & Glenn Galloway

B- Bivens North: **Collaborating with Brazil: A Case Study in Internationalization**, David Felsen

C- Ballroom B: **Viewing Study Abroad and Institutional Agreements through the Lens of Developing Countries**, AnneLiese Busch

12:00-1:15 **Concurrent Session 2:**

A- Ballroom C: **Student Perceptions of Study Abroad**, Caroline Cully & Jessica Childers

B- Bivens North: **Fundraising to Support Study Abroad**, Heith Hennel

C- Ballroom B: **Eportfolios: Creating Intentional Pathways toward Global Learning**, Paloma Rodriguez & Audrey Holt

1:15-2:30 Lunch sponsored by EF College Study Tours, **Bivens Arm Lake South**

Keynote Speaker: Matthew Jacobs, University of Florida

3:00-4:15 **Concurrent Session 3:**

A- Ballroom C: **A Hands-On Approach to Study Abroad: Administrators & Faculty as One Team**, Laura Boilini & Krista Ubbels

B- Bivens North: **The Role of Intensive English Programs in Campus Internationalization**, Lynne Clark & Nate Bloemke

C- Ballroom B: **Bridging the Gap: Library Resources to Assist International Students**, Neelam Bharti

4:15-4:30 Afternoon Break, snacks provided, **Bivens Arm Lake North**

4:30-5:45 **Concurrent Session 4:**

A- Ballroom C: **Enhancing the Study Abroad Experience through Co-curricular Multidisciplinary Teaching**, Heidi Lannon & Susan Miller

B- Bivens North: **Initiating an International Campus**, Karen Davis & John Whitlock

C- Ballroom B: **Cross-Campus Collaboration: Teamwork to Assist International Students and Global Exchange**, Debra Anderson, Thomas Germain & Chun-Chung Choi

6:00-7:30 Matthew Parks and Nora Hanagan, EF College Study Tours– **Bivens Arm Lake South**

Networking Reception with bar, hors d'oeuvres, and entertainment (no dinner) Cash bar available

Sponsored by KEI Study & Intern Abroad

6:30– 7:30 Community Colleges for International Development (CCID) Members Meeting– *open to all*– **Ballroom C**

7:30 Closing

Friday, October 2

- 8:00-8:30 Breakfast sponsored by KEI, **Ballroom A/B**
- 8:30-9:45 **Concurrent Session 5:**
 A- Ballroom C: **Peace Corps University Partnerships- Internationalizing Your Campus and Curriculum**, La'Teashia Sykes & Chad Chernet
 B- Bivens North: **Engaging Students and Faculty in an International Project**, Carol Thomas & Richard Tovar
 C- Ballroom B: **Creating Actual Spaces for Global Engagement**, Uttam Gaulee, Dale F. Campbell, Jason Richards & Karanbir Singh Sekhon
- 9:45-10:00 Morning Coffee Break, **Ballroom A/B**
- 10:15-11:30 **Concurrent Session 6:**
 A- Ballroom C: **Berlin Study Abroad– How an Immersion Experience Continues to Grow**, John Freeman
 B- Bivens North: **Volcanoes, Landslides, Insects and Fun with the Sun: Considerations in Tropical Travel Programs**, James Wallis
 C- Ballroom B: **Collaboration Using Study Abroad and Teletandem Experiences**, Michelle Freas & Steven Kalishman
- 11:45-1:00 **Concurrent Session 7:**
 A- Ballroom C: **STEM Global Learning Community**, Ellafe Cockroft
 B- Bivens North: **Study Abroad Ambassador Programs**, Chris Haynes
 C- Ballroom B: **Arm-chair Recruitment: A Community College's Experience**, Regina Carvalho
- 1:00-2:30 Lunch in **Bivens Arm Lake South**
 FCIE Business Update
 Guest Speaker: Dr. Rosalind Latiner Raby, Director, California Colleges for International Education
- 2:30 Raffle
 Conference Closing

2015 Conference Sponsors:



Concurrent Session 1:

A: Teaching to the Practicum: Training International Practitioners

- Lyrisa Lidsky, University of Florida Levin College of Law, Professor & Associate Dean for International Programs
- Thomas Ankersen, University of Florida Levin College of Law, Legal Skills Professor & Director, Conservation Clinic & Costa Rica Program
- Glenn Galloway, University of Florida Center for Latin American Studies, Director, Master's in Development Practice Program

Learn about three UF programs that offer this approach, albeit through distinct models. In 2015, The Levin College of Law's Costa Rica Program, The Center for Latin American Studies Tropical Conservation and Development Program and Master's in Development Practice Program joined efforts to provide students the opportunity to engage in interdisciplinary, policy-centered field practicums in the context of a study abroad experience. This session will discuss the challenges and rewards associated with this form of pedagogy.

B: Collaborating with Brazil: A Case Study in Internationalization

- David Felsen, St. Leo University, Executive Director, Office of International Affairs, Professor of International Business

This presentation will examine Saint Leo University's growing collaboration with Brazil in recent years. Saint Leo's collaboration with Brazil has been a key part of its internationalization strategy. The presentation first looks at how the objective of creating multifaceted linkages with Brazil was identified in the university's strategic plan for internationalization. The presentation then looks at how Saint Leo developed multiple initiatives in Brazil over time, including participation in the Brazil Scientific Mobility Program, the development of annual faculty-led study abroad trips to Brazil, the launch of a student exchange with PUC-Rio, and the development of a professional development training summer experience in collaboration with FGV and with Sao Paulo-based Strong Business School.

C: Viewing Study Abroad and Institutional Agreements through the Lens of Developing Countries

- AnneLiese Busch, Seminole State College, Director, Center for Global Engagement

To its credit, the United States is recognized as having one of the best systems of higher education in the world. Institutions in developing countries looking to draw upon the knowledge-base and reputations of U.S.-based institutions often seek to establish agreements with colleges and universities here in the U.S. In this session, participants will learn what works, what doesn't work, and what U.S. institutions can do to maximize their international agreements, and protect their students, institutional reputations, and the academic integrity of their programs.

Concurrent Session 2:

A: Student Perceptions of Study Abroad

- Caroline Cully, University of Florida, Assistant Director of Study Abroad Services
- Jessica Childers, University of Florida, Program Assistant, Office for Global Research Engagement

In 2014, the University of Florida International Center developed and implemented a survey to gauge students' perceptions towards Study Abroad and to understand their motivators, constraints, and needs in regards to Study Abroad participation. The survey collected responses from both students who have participated in study abroad and students who have not. We will look at the results of the survey, with emphasis on student's perceptions of their study abroad experience, the intention to study abroad, reasons for and against studying abroad, and factors that encouraged and discouraged study abroad participation.

B: Fundraising to Support Study Abroad

- Heith Hennel, Valencia College, Information Technology Professor & Interim Director of Study Abroad and Global Experiences

Participants in this session will learn how to develop and implement a fundraising program for your study abroad students. This session will detail how Valencia College has developed a fundraising program to help students afford their global experiences. We will look at liability, forms, and ideas that you can use at your college or university. We will explore our successes and failures during our development process and leave attendees with all the tools ready to implement their own fundraising program.

C: Eportfolios: Creating Intentional Pathways toward Global Learning,

- Paloma Rodriguez, Santa Fe College, Coordinator of International Education
- Audrey Holt, Santa Fe College, Associate Professor of English

EPortfolios are powerful tools to promote reflection and assess learning within and beyond the classroom. More importantly, they are learner-centered projects that provide students with the ability to take ownership of their learning, develop meta-cognitive skills, define career goals, and make meaningful use of technology. This session will overview several ways in which eportfolios can enhance global learning in a variety of settings. Presenters will provide examples of their use as course assignments in Western Humanities and internationalized Technical Communication courses, as well as study abroad reflection journals, and capstone projects for Global Certificate programs. The audience will be encouraged to participate in a final discussion on the potential contribution of eportfolios to the advancement of comprehensive internationalization.

Concurrent Session 3:

A: A Hands-On Approach to Study Abroad: Administrators & Faculty as One Team

- Laura Boilini, St. Johns River State College, Dean of Arts & Sciences
- Krista Ubbels, St. Johns River State College, Humanities & Art History Professor, Coordinator of Study Abroad

Study Abroad is an exciting undertaking, simultaneously exhausting and exhilarating! Come hear ideas on how to approach a Study Abroad experience from a shared team perspective, that of an administrator paired with a faculty leader. Learn how to bridge varied perspectives and align responsibilities to optimize each leader's strengths and talents. Questions we will address include: How can a team approach provide a personal connection for the students as individuals, as a group, and to the sites of study? What steps are important to consider when working as a team in this way to ensure that all participants are included, acknowledged, and engaged? How can you bring this duo perspective to your educational institution and what steps are needed to be successful in this endeavor? Let us share with you our processes, our pitfalls, and our joys. Let us show you what our Study Abroad Greece Program 2014 meant for each of us and let us inspire you to collaborate, lead, and enjoy!

B: The Role of Intensive English Programs in Campus Internationalization

- Lynne Clark, University of Florida, Instructor, English Language Institute
- Nate Bloemke, University of Florida, English Language Institute, Cultural Immersion Coordinator

In 2014, the English Language Institute (ELI) at the University of Florida celebrated its 60th birthday. While not all our students stay on in the USA to continue their studies, a considerable majority do. Our role is, and has been for sixty years, to prepare them for the business of university, defined by NAFSA as "ideas: the creation of ideas through research and the dissemination of ideas through education and application". The ELI, therefore, does more than simply teach students English. The aim of this session is to draw on the 60 years of experience the ELI has with international students and to share some key things we have learned and want to share about the students we pass on from our program to college and university programs. We also want to hear what else we could be doing to better direct our and your students.

C: Bridging the Gap: Library Resources to Assist International Students

- Neelam Bharti, University of Florida, Assistant University Librarian

With a rapidly changing landscape of higher education, Academic libraries around the United States of America are facing the challenge of engaging and serving international students. When international students come to the U.S., initially they encounter linguistic, cultural, technological and social barriers. The university introduces new students to their departmental community but the library interaction is generally overlooked, resulting in the loss of productive time students can use to familiarize themselves with the system before their classes start. We will discuss how the library liaison can help international students and bring them into the main stream. The liaison librarian can facilitate the libraries' interaction to support student learning, reduce library anxiety, and to help ease these students into a new and often unfamiliar learning environment. Having one contact person as a library representative during orientation of international students will be helpful for future communication. The liaison librarian can approach students through international center starting with gaining background information, then moving to engage the student and develop customized instruction and outreach strategies for different student groups. This would open the doors for greater collaboration between the libraries, academic departments and international student community. Collaborative programs like these serve not only to build bridges from the library to other campus departments and faculty, but also to create enhanced learning opportunities for our students.

Concurrent Session 4:

A: Enhancing the Study Abroad Experience through Co-curricular Multidisciplinary Teaching

- Heidi Lannon, Santa Fe College, Associate Professor, Geography
- Susan Miller, Santa Fe College, Chair, English Department

Multidisciplinary approaches are frequently used in study abroad programs. The combination of faculty from varied disciplines enhances student recruitment, participant experiences and the ability to offer multiple credit options. Santa Fe College has moved beyond just pairing of faculty from varied disciplines to a co-curricular approach to consuming foreign destinations. This session will highlight the combination of Cultural Geography and British Literature into a co-curricular "Literature and Landscapes" approach to the exploration of the British Isles. Other successful intentional and unintentional co-curricular combinations experienced by students at Santa Fe College will be highlighted.

B: Initiating an International Campus

- Karen Davis, Pasco Hernando State College, Associate Professor, Language Arts and Director of Peace and Social Justice Institute
- John Whitlock, Pasco Hernando State College, Dean, Arts and Sciences

This session will present a concise strategy for campus-wide internationalization through curriculum, non-traditional study abroad, learning communities, community outreach, marketing, and campus events. We will examine practices already in place and explore ways to enhance these practices to fit into the ever changing world stage. Our focus will be, but not limited to, ways to implement these strategies within the unique environments of Florida community and state colleges. We plan to present a strategy to implement campus-wide internationalization that will guide students through an understanding of diverse world cultures, governing bodies, institutions, histories, economies, conflict and environmental policies and share with them ways to partake in actions that guide them toward responsible local and global citizenship.

C: Cross-Campus Collaboration: Teamwork to Assist International Students and Global Exchange

- Debra Anderson, University of Florida, Director of International Student Services
- Thomas Germain, University of Florida, Assistant Director for Graduate & Family Housing
- Chun-Chung Choi, University of Florida, Licensed Psychologist, Practicum/International Team Coordinator

Over the past decade, Institution of International Education (2012) recorded over half a million international students studying in the U.S. each year. Despite the global economic meltdown, the number of international students attending higher education institutions in the U.S. continues to grow. As the U.S. continues to lead the world in hosting over 760,000 international college students (IIE, 2012), unique challenges are presented to university and college counseling centers. These challenges include: (a) helping domestic students become more inter-culturally competent as they navigate an increasingly international campus environment; (b) helping international students who face multiple adjustment and acculturation issues (Johnson & Sandhu, 2007), but who continue to be underrepresented among counseling center client populations (Carr, Koyama, & Thiagarajan, 2003; Nilsson, Berkel, Flores & Lucas, 2004); and (c) helping service providers and administrators become aware of the need to provide multi nationally competent services (Lin & Pedersen, 2007). The presenters are counseling center psychologists. They will address strategies and considerations to develop a collaborative team design which delivers services to both domestic and international students with cross-national components in the globalized campus.

Concurrent Session 5:

A: Peace Corps University Partnerships- Internationalizing Your Campus and Curriculum

- La'Teashia Sykes, Peace Corps, Program Specialist, Office of University Programs
- Chad Chernet, Peace Corps, Title Regional Recruiter, Central Florida

Since 1985, the United States Peace Corps has held formal partnerships with American universities in an effort to boost international and intercultural awareness through international and domestic service opportunities, and curriculum that helps prepare students for work in international development. This session will provide detailed information about Peace Corps University Partnership Programs—Peace Corp Prep, Master's International, and Coverdell Fellows—how it benefits universities' internationalization efforts; and the lasting gains students' experience as a part of these programs. Participants will have an opportunity to ask questions and learn how to establish a partnership program on campus.

B: Engaging Students and Faculty in an International Project

- Carol Thomas, Santa Fe College, Associate Professor of Sciences for Health Programs
- Richard Tovar, Santa Fe College, Associate Professor of Sciences for Health Programs

How do we excite students to engage themselves into a different country surrounded by a totally different culture? How can we excite faculty to be a part of the process involving active learning and international development? The answer is to involve them in a cross-cultural project that has a meaning, that will be used and that makes them feel that they can, in a small way, make a difference in the world. The session will present two global health projects that were conducted at Santa Fe College, and are being used in Kampala Uganda and South Sudan. We received guidance to look at a real life problems from a clinic in Uganda and the ministry of health from Bor South, Sudan. The problems were real(ie: HIV +children not adhering to medication, major dental issues surrounding lack of knowledge about dental care) , our students were involved in research, development and production of educational products. Come join us to hear how this can be done in other colleges.

C: Creating Actual Spaces for Global Engagement

- Uttam Gaulee, University of Florida, Associate Program, Director, Community College Futures Assembly
- Dale F. Campbell, University of Florida, Professor and Co-Director of the Institute of Higher Education
- Jason Richards, University of Florida, Chairman of Judiciary Committee, Student Government Senate
- Karanbir Singh Sekhon, University of Florida, Vice President, Association for International Systems

When we think of building a community of students that may have various backgrounds, nationalities, and/or cultures, we are at a job of shaping human consciousness, which can be used most effectively by leveraging the power of symbols, artifacts, and spaces. Creating the "third place" is necessary where everybody feels safe and connected. A third place has been defined as a space where one neither lives nor works, but where one goes to relax and enjoy the moment. It is this third space that needs to be created on campus. For example a concept of Global Garden is a proposed project a large research university designed to celebrate the international dimension of the institution. Global Garden provides a meeting place, activities designed to prompt conversations on critical global issues, and explore opportunities to leverage the potential of new affordances provided by communication technology to engage with the world. It provides students, faculty, and administrators, as well as alumni and the local community, an opportunity to put together a concerted effort to affect positive change in the world as an interconnected community with shared challenges by enabling the next generation of emerging global leaders.

Concurrent Session 6:

A: Berlin Study Abroad– How an Immersion Experience Continues to Grow

- John Freeman, University of Florida, Associate Professor of Journalism

"Berlin Study Abroad -- How an Immersion Experience Continues to Grow after 10+ years" -- In this session, Professor Freeman will explain how he developed a two-week photojournalism study-abroad program to Berlin, Germany, in 2005 and how it's grown to include a packed agenda, a website of the students' work, a book featuring their projects and no boring class trips to the area he lived in as an American military high school student 45 years ago. You'll see how the expectations put on students continues to grow -- from simple photographs and words on a website to one that now includes audio, text, blogs, a summary video and slideshows. Professor Freeman will also discuss how he's found an avenue for his own photographic work overseas which has resulted in publications and creative work that count toward teaching, research and service.

B: Volcanoes, Landslides, Insects and Fun with the Sun: Considerations in Tropical Travel Programs

- James Wallis, St. Petersburg College Professor, Natural Science

The Neotropics and Afrotropics provide unique biological and cultural teaching opportunities for students at the college level. The biological diversity in these environments provides students with a diversified perspective on the function of large scale ecosystems. They provide the perfect environment in which to teach the biological sciences, but this unique teaching opportunity should not be limited to just the sciences. It also provides students with cultural encounters that will enhance their global perspective and expand their awareness of the interconnectedness of social systems. It offers opportunities for students to participate in the larger global community that is much different than travel to the typical study abroad locations. Professor Wallis will discuss the planning necessary to undertake an experience in the Neotropics. There will also be a discussion on communication-both between the institution and those involved with students. As a bonus, also included in this sessions will be topics such as journaling while falling, the bathroom as personal space, and reptiles as friends. Join us for the presentation and bring your experiences to share with others so we all can improve our study abroad experiences .

C: Collaboration Using Study Abroad and Teletandum Experiences

- Michelle Freas, Santa Fe College, Assistant Professor
- Steven Kalishman, Sister Cities Program of Gainesville/Santa Fe College, President-Sister Cities Program of Gainesville, Director of Gainesville/Kfar Saba/Qalqilya Sister City Program

This session discusses how to use professional relationships abroad to enhance the classroom experience all year. Presenters will address how inter-institutional, community, and faculty-to-faculty international relationships can be used to infuse global learning across a variety of disciplines. Examples will be shared showing how Teletandum with other countries can be used to create thoughtful student projects, promote international awareness and how these projects began. The specific projects presenters will discuss our inter-institutional relationships with Sweden that is enhanced by a study abroad trip each year, a Teletandum project with Palestine that led to the development of an American/Arabic Sign Language Dictionary, and how working with community international partnerships such as Sister Cities International can be ideal partners to enhance classroom learning. Attendees will gain an understanding on how they can use teleconferencing to enhance the classroom experience and in turn develop stronger global perspectives within student learning.

Concurrent Session 7:

A: STEM Global Learning Community

- Ellafe Cockroft, Broward College, Adjunct Professor of Natural Science
- Robert Cockroft, Broward College, Adjunct Professor of Natural Science

A STEM Global Learning Community at Broward College with students in astronomy, biology, chemistry, engineering, medicine, and math including faculty members, academic leaders, and international educators participated in a Colloquium led by WW VP Johnson and Johnson Supply Chain. The theme for the event was "Creating global citizens locally" and "College to Career" STEM education internationalization. Using a vocational tech model, food-health security issues and solutions, new frontiers in emerging 3D printing, and manufacturing of living tissue, contributed to local yet global education and professional development opportunities for attendees to demonstrate the importance of both internationalization and cross-disciplinary cooperative learning in pursuit of solutions for a quality of life sustainable education. Case studies on Blended Learning, Flipped Classroom, and Service Learning are provided with examples on enhancing the quality of teaching and research to prepare students for global STEM careers while creating goodwill and support for US foreign policy and diplomacy.

B: Study Abroad Ambassador Programs

- Chris Haynes, University of South Florida, Student Program Coordinator

This open discussion will focus on study abroad student ambassador programs and the many different roles the program and students can play after an experience overseas. The presenters will explain how the GloBull Ambassador Program at USF is currently structured, what their goals are, and how they are trying to implement change for the future. A few areas to be highlight throughout the session will be: Student led initiatives and programming, strategies to combine re-entry & outreach efforts, variety of functions that this program can have. Additionally, presenters will share how the GloBull Ambassador Program is structure and provide examples of current re-entry and outreach efforts that are scheduled to take place this academic year. USF GloBull Ambassadors will also be on hand to share their experiences with the program and why they feel it is an important aspect of their university experience.

C: Arm-chair Recruitment: A Community College's Experience

- Regina Carvalho, Broward College, International Student Outreach and Support Coordinator

This workshop is designed for community college educators interested in expanding their international student enrollment through "arm chair recruiting" activities. The current generation of young adults does life virtually. They're mobile. Broward College keeps that flexibility in mind when reviewing strategies for international student recruitment. "Arm chair recruiting" makes sense for us due to its low-cost (compared to travel costs) and its potential market penetration. Online platforms put an urban community college like us on par with much larger colleges and universities. We use these services as a branding strategy, as students abroad are not familiar with Broward College nor what a community college has to offer. Success with an online platform initiative depends on (1) how well you know your institution and its strengths, (2) what your key goals are and (3) the support of administration in tactical implementation.