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September 29-30, 2016  
Valencia College West Campus  
Special Events Center– Building 8  
1800 S Kirkman Rd, Orlando, FL 32811



# 16th Annual Fall Conference for International Educators

**FCIE**

FLORIDA CONSORTIUM FOR  
INTERNATIONAL EDUCATION

Hosted by:

**VALENCIA COLLEGE**



**SEMINOLE STATE COLLEGE**  
OF FLORIDA

## 16th Annual International Education Event

### Wednesday, September 28, 2016

04:00-7:00 FCIE Executive Board Business Meeting *(by invitation only; hosted at Hilton Garden Inn)*

### Thursday, September 29, 2016

8:00-11:50 Registration and Check In– **Lobby**

8:00-9:00 Light Breakfast– **Ballroom C & D**

9:00-9:30 **Conference Opening**– Robyn Brighton & David Moore:

- General announcements
- Welcome to new members + Executive Board

9:30-10:30 **Opening Session:** Global Distinction with Karen Borglum & Vilma Fuentes

#### 10:35-11:35 Concurrent Sessions 1:

A– **Ballroom A:** Roundtable Discussion: **Safety and Security Abroad**, Christopher Cook

B– **Ballroom F:** **Educators Without Borders: Creating Global Partnerships Using the American Higher Education Model**, David Moore

#### 11:40-12:40 Concurrent Sessions 2:

A– **Ballroom A:** **Creating Industry Synergy: Guiding the Global Focus through Local Advisory Board Governance**, Naomi Boyer, Herb Nold & Kim Simpson

B– **Ballroom F:** **International Service Learning in Spain**, Sarah Melanson, Cristal Badillo & Cristyne Ramirez

12:45-2:15 Lunch, **Ballroom C & D**

1:00-2:00 **Keynote Speaker:** **The World According to Fulbright**, Dr. Andrew Riess, Fulbright Scholar Program

#### 2:20-3:20 Concurrent Sessions 3:

A– **Ballroom A:** **Classrooms Without Borders**, Silvia Orta

B– **Ballroom B:** **Roundtable Discussion: Best Practices for Study Abroad**, Liz Vocasek

C– **Ballroom F:** **Around the WORLD in 80 Minutes**, Roxanne Lewis & Kristyn Stetson

3:25-3:55 Afternoon Break, snacks provided, **Ballroom E**

#### 4:00-5:00 Concurrent Sessions 4:

A– **Ballroom A:** **Providing a Quality Service Learning Experience in Wild Places**, James Wallis

B– **Ballroom B:** **Student Poster Board Displays: Service-Learning in Spain**, Cristal Badillo & Cristyne Ramirez

C– **Ballroom F:** **Global Learning Distinction Programs: Helping Global Citizens Stand Out**, Hilary Landorf & Eric Feldman

5:05-7:05 Networking Reception with bar, hors d'oeuvres, and entertainment (no dinner ), **Ballroom C & D**

5:10-5:20 **Study Florida, Inc.**, Dan Rodkin

5:20-5:30 **College Consortium for International Studies (CCIS)**, Jayme Kreitinger

5:30-6:00 **Study Abroad Consortium Programs**, Jennifer Robertson & David Moore

7:05 Closing

**Friday, September 30, 2016**

- 7:30-9:00 Light Breakfast, **Ballroom C & D**  
 8:10-9:00 **Keynote Speaker: Fulbright Over Easy**, Dr. Andrew Riess, Fulbright Scholar Program
- 9:05-10:05 **Concurrent Sessions 5:**  
 A– **Ballroom A: Campus Responses to Terrorism & Turmoil**, Chris Cook, Ben Chamberlain, Cathy Meschievitz & Preston Drane  
 B– **Ballroom B: Roundtable Discussion: Creating Partnerships Abroad**, David Moore  
 C– **Ballroom F: Collaborative Internationalization: Study Florida & Commercial Service**, Dan Rodkin & Jorge Arce
- 10:10-10:40 Morning Coffee Break, **Ballroom E**
- 10:45-11:45 **Concurrent Sessions 6:**  
 A– **Ballroom A: Best Practices in Study Abroad for Community Colleges & Under-Resourced Students**, Liz Vocasek  
 B– **Ballroom B: Student Poster Board Displays: My Time in Iran**, Simeen Erami  
 C– **Ballroom F: Effective Ways to Get International Students Employed in the U.S.**, Luis Paris
- 11:50-12:50 **Concurrent Sessions 7:**  
 A– **Ballroom A: The Impact of Study Abroad on Students: A 12 Year Berlin Case Study**, John Freeman  
 B– **Ballroom B: North American Language & Culture Assistants in Spain**, Felipe Neri Pieras-Guasp
- 1:00-3:00 Lunch, **Ballroom C & D**  
 1:10-1:30 FCIE Business Update  
 1:30-2:30 **Faculty Reflections on Teaching International Students**, Dr. Iain MacLeod
- 3:00 Conference Closing
- 3:30-4:30 Florida Linkage Institutes Annual Meeting, **Ballroom A**

2016 Conference Sponsors:

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**Concurrent Sessions 1:**

**A: Roundtable Discussion: Safety and Security Abroad**

- Christopher Cook, University of Central Florida, Health and Safety Manager of International Programs

This session will be an open roundtable discussion for attendees to talk about anything related to safety and security abroad. From the dangers students face and how to combat them, to best practices and experiences from professionals who would like to share their experiences.

**B: Educators Without Borders: Creating Global Partnerships Using the American Higher Education Model**

- David Moore, Broward College, Dean of International Education

This presentation will outline the entrepreneurial and sustainable way that Broward College has used to create a network of international affiliates and centers where its courses and programs are offered around the world. Through the Greene Center for International Education, Broward currently has 15 international partnerships in as many countries on three continents outside of North America. Funds generated through these partnerships pay for departmental salaries, travel, stipends, memberships, scholarships and more. This session will explain the process of creating a new international center and launching it with the full approval of the Commission on Colleges of SACS. Attendees will be presented with an overview of this model and learn the key factors which have made it sustainable for over 35 years.

## **Concurrent Sessions 2:**

### **A: Creating Industry Synergy: Guiding the Global Focus through Local Advisory Board Governance**

- Dr. Naomi Boyer, Polk State College, Associate Vice President of Strategic Initiatives & Innovation/Chief Information Officer
- Dr. Herb Nold, Polk State College, Professor of Business
- Kim Simpson, Polk State College, Global Initiatives Program Coordinator

Affordability-Access- Workforce Development-Community Responsive: These key words are associated with the purpose and mission of community college institutions. Interestingly, global initiatives have traditionally aligned with the values associated with liberal arts education, rather than targeting workforce, global competency skills. While there are intersections between these two elements, it is critical that institutions seek feedback, input, and involvement from local business/industry leaders to build internationalization efforts that cultivate workforce ready graduates with broad perspectives, intercultural understandings, and tangible skills for success in the global marketplace. Polk State College has implemented an Institute of Global Initiatives advisory board comprised of business/industry, local government, and community stakeholders to inform practice, foster advocacy, influence curriculum, and generate revenue/resources to further the international interests. This session will be presented in an engaging interactive format that will cover the general concepts such as the purpose of the advisory board, anticipated outcomes, and the strategic direction. In addition, very practical tips will be given for initiating an advisory board, designing a handbook, identifying members, and meeting logistics. Advisory board projects such as economic development study abroad trips and the global workforce employer survey will be shared with attendees in an open dialogue with participants.

### **B: International Service Learning in Spain**

- Sarah Melanson, Valencia College, Professor of ESL, EAP, and Education
- Cristal Badillo, Valencia College Student
- Cristyne Ramirez, Valencia College Student

In May of 2016, Valencia students traveled to Spain to complete 80 hours of international service-learning as conversation assistants in the public schools. Working alongside the Spanish teachers of English, students created and implemented lesson plans to help children practice their English speaking skills in preparation for their end of year exams. The first half of this session will examine the rationale for this program and the steps taken to create it. Issues such as funding, study abroad models, recruitment, and legal considerations will be discussed. In the second half of the session, students who participated in the program will share some of their experiences and discuss lessons learned. There will be time allocated at the end for a Q and A session with the students and program leader.

### **Concurrent Sessions 3:**

#### **A: Classrooms Without Borders**

- Dr. Silvia Orta, Nova Southeastern University, Associate Professor in the College of Education

This presentation will focus primarily on a private not-for-profit institution located in Florida: Nova Southeastern University (NSU). As a pioneer in distance education, NSU has branch campuses throughout Florida, the U.S. and instructional sites in nine countries around the world since the early 1960's. Many U.S. institutions have followed this trend by creating branch campuses designed to serve students overseas. The presentation will share examples of curricular, instructional and language modifications. But most importantly the presentation will include highlights on compliance/authorization procedures and issues involved with the regional accreditors and the host country. According to the Cross-Border Educational Research Team database, there are 210 international branch campuses worldwide, imported by 68 countries; 19 are in the planning stage ([www.globalhighered.org](http://www.globalhighered.org)). The United States is the largest sponsor of branch campuses, with 81 to its credit (followed by the United Kingdom at 32). Examples of branch campuses are NYU Abu Dhabi; Texas A&M Qatar; and Nottingham University (UK) in Malaysia. Or, programs such as MBAs offered entirely in a location abroad—for example, the University of Chicago's MBA in Shanghai. These may be delivered in properties owned by the sponsoring university or in leased space.

#### **B: Roundtable Discussion: Best Practices for Study Abroad**

- Liz Vocasek, Broward College, Director of Study Abroad & Global Engagement

This session will be an open roundtable discussion for attendees to talk about anything related to planning study abroad. From using a provider, to marketing the program to students, to finding funding for the program, participants can share their best practices and experiences with programs their institution has offered.

#### **C: Around the WORLD in 80 Minutes**

- Roxanne Lewis, Stetson University, International Student and Scholar Service Coordinator
- Kristyn Stetson, Elementary School Teacher

Looking for ways to reach into the local community around your institution and deliver leadership learning and cultural competence to your greater community? Come learn to connect international students with elementary school age children to generate early interest in studying abroad and global citizenship through hands-on cultural exploration. Learn to develop the necessary networks which will support cost effective "do-able" global learning through the sharing of cultures. The session will include working with local schools to meet Florida State Standards.

## **Concurrent Sessions 4:**

### **A: Providing a Quality Service Learning Experience in Wild Places**

- Dr. James Wallis, St. Petersburg College, Professor of Biology

Service learning can be an outstanding experience when incorporated into study abroad experiences. In many cases service learning is planned through trip vendors. These experiences planned by vendors can be beneficial, but limited in their impact. They are often a product used each time the vendor brings a trip to that region, or have limited impact on local communities/citizens. Planning a true service learning experience requires risk, immersion in the local community, a desire to directly impact local communities through student interaction, and scouting out potential interactions in the travel region by meeting with community officials and local citizens. It places a greater burden on the trip coordinators, but has a greater potential for student fulfillment and community interaction. This session will introduce participants to the concept and benefits of service learning in study abroad, the planning involved in study abroad service experiences, and how to incorporate service learning in both the trip and the student's cognitive frameworks. It will use service learning experiences in Belize and Ecuador to highlight the potential of this process, the educational and experiential benefits, and the idea of global citizenship. It will also have an open dialogue to highlight participant experiences and propose best practices within the frameworks of service learning.

### **B: Student Poster Board Displays: Service-Learning in Spain**

- Cristal Badillo, Valencia College Student
- Cristyne Ramirez, Valencia College Student

In this session the students will have a poster board display about an experience they've had abroad in Spain. Attendees will have a chance to speak to the students and learn about their experiences through a casual, display style setting.

### **C: Global Learning Distinction Programs: Helping Global Citizens Stand Out**

- Hilary Landorf, Florida International University, Director/Associate Professor of Global Learning
- Eric Feldman, Florida International University, Coordinator of Global Learning

Increased participation in and critical reflection on global learning experiences can be achieved through the development of a global distinction or certificate program. Within such a program, students receive customized listings of opportunities including new courses, lectures, films, internships, and club leadership openings. Students enrolled in the distinction program are also supported with personalized mentorship regarding their global career aspirations, as well as assistance with applying for internship and grant opportunities. Students who complete the program are awarded with a transcript notation or medal. In this session, learn how to develop a global learning distinction program that encourages and rewards participation in globally focused scholarship, study abroad, student organizations, and international internships.

**Concurrent Sessions 5:**

**A: Campus Responses to Terrorism & Turmoil**

- Chris Cook, University of Central Florida, International Programs Health & Safety Manager
- Ben Chamberlain, University of South Florida, International Risk & Security Officer
- Cathy Meschievitz, Florida Atlantic University, Director of the Office of International Programs
- Preston Drane, University of South Florida, International Risk & Security Coordinator

This session is a panel discussion led by members of the Florida International Health and Safety Professionals group. This group is composed of professionals from most all public and private Florida institutions who have either a full time or part time role in preparing, supporting or responding to incidents abroad. Each professional on this panel will provide a short discussion of one important facet of health and safety incident preparation, support and response protocols from their institution. Time for questions will be set aside after the presentations. Cathy Meschievitz will discuss the steps taken in the last year to fine tune the Office of International Programs and campus protocol for student emergencies abroad. Chris Cook will discuss the advantages, challenges, and resources for implementing a travel registry and restricted travel policy and process. The main points of this discussion will revolve around how a travel registry supports an institution's duty of care obligations; scope and purpose of a restricted travel policy; and challenges in implementation of either. Ben Chamberlain, will discuss the importance of a fully developed pre-departure orientation for students as well as for the faculty and staff who lead the program. Preston Drane attended a study abroad program while a student at USF six years ago. After graduation, Preston found a role within the USF Education Abroad Office supporting the International Risk and Security Officer. He will share what health and safety issues he experienced as a student and how those experiences shaped his career in the ever evolving field of international health and safety over the past 6 years.

**B: Roundtable Discussion: Creating Partnerships Abroad**

- David Moore, Broward College, Dean of International Education

This session will be an open roundtable discussion for attendees to talk about anything related to creating partnerships with institutions and organizations abroad. Audience members can share best practices and experiences of how they have established and cultivated partnerships abroad.

**C: Collaborative Internationalization: Study Florida & Commercial Service**

- Dan Rodkin, Santa Fe College, Associate Vice President of Student Affairs
- Jorge Arce, U.S. Commercial Service, Director of the Jacksonville, Tallahassee & Pensacola  
U.S. Export Assistance Center

This session will provide participants information about Study Florida and the collaborations with the U.S. Department of Commerce that lead to internationalization initiatives on campuses. Study Florida is a new membership driven non-profit organization focused on bringing talented international students to diverse educational programs offered by Florida's institutions of higher education. This session is appropriate for all faculty, international education administrators, study abroad and international student services. In this session, participants will learn what Study Florida does and how institutions or individuals can become members, what services the U.S. Department of Commerce provides to institutions of higher Education, and various ways Study Florida and U.S. Department of Commerce can work together to enhance all levels of campus internationalization.

## **Concurrent Sessions 6:**

### **A: Best Practices in Study Abroad for Community Colleges & Under-Resourced Students**

- Liz Vocasek, Broward College, Director of Study Abroad & Global Engagement

This session is oriented towards staff, faculty, and advisors at colleges and universities interested in learning techniques and tools for more effectively recruiting, marketing, and advising community college and under-resourced students for study abroad. The presenter will share her experiences working in the field of international education and youth development both here and abroad to provide best practices for engaging students, staff, and faculty both in-person and online. The presentation will close with an open dialogue among attendees regarding initiatives and best practices on their home campuses. Attendees will learn how to use more inclusive language, develop stronger rapport with students, and create an on-campus network both on and offline to support recruiting, marketing, and advising initiatives for study abroad.

### **B: Student Poster Board Displays: My Time in Iran**

- Simeen Erami, Valencia College Student

In this session the student will have a poster board display about an experience they've had abroad in Iran. Attendees will have a chance to speak to the student and learn about their experiences through a casual, display style setting.

### **C: Effective Ways to Get International Students Employed in the U.S.**

- Luis Paris, Stetson University, International Business Professor

This session will describe two initiatives currently under way at Stetson University: (1) An International Student Employment Club, and (2) An online platform that optimizes job searches for international students. The International Student Employment Club's mission is to help international students secure jobs in the United States. The club accomplishes this by connecting students with the local business community. The club is student-run, with support from the university. This session will discuss the basics of installing and managing the club, as well as ideas how to connect the club with local businesses and community leaders. Stetson is one of the first implementers in the country of an online platform to help students optimize their job search in the United States. Students use the platform's unique search engine and rating system to learn which companies are more likely to hire them, based on THEIR profile and each company's previous work visa applications.

## **Concurrent Sessions 7:**

### **A: The Impact of Study Abroad on Students: A 12 Year Berlin Case Study**

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

For 12 years I've taken a group of students to Berlin for a two-week session. While there we immerse in the culture with tours and bike rides, meetings with locals, and students produce a website and book featuring their best photographs. Afterwards, many go on to travel more, or in the years that followed, they wind up in successful careers: editors, lawyers, etc. Did study abroad have a major impact on their lives? I have kept in touch with many since 2005, but would like to follow up on a more personal level. I know some used their Berlin coursework for finding first jobs, but was my course a significant catalyst for their academic or professional development? What did they learn about themselves? Where are they now? The earliest pool would be 15 from 2005, and the latest group would be 2012. Significant answers would be categorized and explained. Was it confidence boosting? Did it enlighten them about international cultures? Did they change their majors?

### **B: North American Language & Culture Assistants in Spain**

- Felipe Neri Pieras-Guasp, Embassy of Spain, Education Advisor

This session aims at providing information about the North American Language and Culture Assistants in Spain program. The program is sponsored by the Ministry of Education, Culture and Sport of Spain in collaboration with the Spanish Comunidades Autónomas (regions). It gives more than 2500 American Junior and Senior College students as well as College Graduates an opportunity to visit Spain and become acquainted with the Spanish education system, teachers and students, while sharing with them aspects of their own language and culture. The Language and Culture Assistants will be placed in the Spanish K-12 public system schools as well as in Foreign Language Schools throughout Spain under the supervision and guidance of the classroom teacher, and will have a 12-to-16-hour weekly schedule, typically from October through May or June.