

October 10th-11th, 2018
Valencia College, West Campus
Orlando, Florida

*“Navigating Global Engagement in
Changing Times”*

**18TH ANNUAL FCIE
CONFERENCE**

Conference Schedule

18th Annual FCIE Conference

Wednesday, October 10th, 2018

- 12:00PM-1:30PM FCIE Executive Committee Lunch (Executive Board Members Only), **Doubletree Hotel by Hilton**
- 12:00PM-6:00PM Conference Registration and Check-In, **Doubletree Hotel by Hilton**
- 2:30PM-3:30PM FCIE Executive Committee Business Meeting (Executive Board Members Only), **Doubletree Hotel by Hilton**
- 4:00PM-5:30PM Conference Opening, **Doubletree Hotel by Hilton**
4:00-4:30PM - Opening remarks, Dr. David Moore
4:30-5:15PM- Keynote speaker: Dr. Roger Brindley, USF
5:15-5:30PM - Q&A
- 5:30PM-7:30PM Networking Reception with Bar, Hors d'oeuvres, (No Dinner), **Doubletree Hotel by Hilton**
6:40PM-6:50PM Study Abroad Association, Mr. Christian Aylea
6:50PM-7:00PM Study Florida, Dr. Ramona Kirsch

Thursday, October 11th, 2018

- 8:30AM-1:00PM Conference Registration and Check-in, **Valencia College, West campus, Special Events Center**
- 8:30AM-9:30AM Ballroom CD: Continental Breakfast, **Valencia College, West campus, Special Events Center**
- 9:30AM-10:20AM **Concurrent Sessions 1:**
1– Ballroom A: How do you say, "Welcome" in Portuguese? Santa Fe College's and Sao Paulo University's Collaboration to Advance Global Accessibility, Dr. Jason Frank and Andrew Sheppard
2– Ballroom B: Traversing Lakes and Volcanoes: Navigating a Global Partnership in Nicaragua, Dr. Eileen DeLuca and Dr. Bruno Baltodano
3– Ballroom E: A Win Win: International DirectConnect between community college and University, Talia Popovski, Dr. Deborah Bradford, and Vanessa Delgado
4-Ballroom F: Integration and Internationalization: Pre-College Summer Programmes, Owen Hooper, Patrick Hurley, and Danielle Hayward
- 10:30AM-11:20AM **Concurrent Sessions 2:**
1– Ballroom A: Improving Fire Safety Preparedness in Study Abroad, Sara Blanc and Reza Djahansahahi
2– Ballroom B: Show Me MORE THAN the Money! Campus Internationalization through local and low-cost International Student Recruitment, Dr. Ramona Kirsch
3– Ballroom E: Environmental Science in a Developing Country: Study Abroad Science in the Peruvian Amazon, Dr. Marie Trone and Dr. Dheeraj Verma
4-Ballroom F: Showcasing the new SAGE Certificate, Christy Cheney, Dr. Jeremy Bassetti, Kevin Colwell

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- 11:30AM-12:50PM Ballroom CD: Lunch, **Valencia College, West campus, Special Events Center**
11:30AM-11:45AM: Grab lunch
11:45AM-12:15PM: *Roundtable Discussions*
12:15PM-1:15PM: *Immigration Law and DACA - Attorney Nayef Mubarak, Mubarak Law Firm*
- 1:30PM-2:20PM Ballroom CD: Student Ambassadors and International Students Presentations, Nixa Gonzalez, Sarah Ashby, Zury Gutierrez, Sucia Churchigala, Shirley Castillo, **Valencia College, West, Special Events Center**
- 2:30PM-3:20PM **Concurrent Sessions 3:**
1– Ballroom A: International Students Shape American Higher Education, Lucas Araujo, Gabriel Do Santos
2– Ballroom B: A New Generation of Study Abroad: How to Increase & Diversify Study Abroad and Service Learning Participation in a Sustainable Way , Resham Shirsat, Christian Alyea, Leonardo Gubinelli
3– Ballroom E: Short Term Study Abroad in an Unexpected Course: Liberal Arts Mathematics, Charlotte Mortimer
4- Ballroom F: Navigating the Current Political Climate to Create Positive Social Engagement, Dr. David Moore
- 3:30PM-3:50PM Afternoon Coffee Break, **Valencia College, West Campus, Special Events Center**
- 4:00PM-4:50PM **Concurrent Sessions 4:**
1– Ballroom A: Study Abroad: Science, Safety, and Synergism, KT Moran, Natalie Whitcomb, Joey Maier
2– Ballroom B: Roundtable: The Impact of Collaboration with Global Partners in the US, Felipe Pieras-Guasp, Dr. Jeremy Bassetti, Sherrie Beeson
3– Ballroom E: Create Community and Expand Education Abroad through the Consortium Model, Dr. David Moore, Jayme Kreitinger
4-Ballroom F: International Service Learning from Peru to Italy to Greece, Dr. Marsha Butler, Daniela Garcia Laverde
- 5:00PM-5:30PM Ballroom CD: Closing Remarks, Dr. David Moore **Valencia College, West Campus, Special Events Center**

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Conference Featured Speaker

Dr. ROGER BRINDLEY

VICE PRESIDENT, USF WORLD

UNIVERSITY OF SOUTH FLORIDA



Roger Brindley, Ed.D. leads USF World overseeing system-wide global engagement for the University of South Florida (USF), currently ranked 36th among public institutions in the U.S. by the Times Higher Education World Rankings and Top 100 for public universities in the U.S. by the Academic Ranking for World Universities, Shanghai Jiao Tong University. In 2013, USF World was a recipient of the Senator Paul Simon Award for Campus Internationalization. During the 2015-16 year, the university was recognized as a 2016 Peace Corps Top College for undergraduate volunteers and in 2016-17 as the third ranked graduate school for Peace Corps volunteers in the United States. In 2017, the Fulbright Commission announced USF as the number one producer of Fulbright Faculty Scholars across all universities in the United States, and the institution currently ranks fourth. Recently, USF earned the designation as a “Preeminent State Research University” from the Florida Board of Governors

A USF professor for 22 years, Brindley has received the Outstanding Undergraduate Teaching Award and the USF President's Award for Faculty Excellence, and he was identified as an Honored Professor by the National Society of Collegiate Scholars in 2001. Brindley has written numerous articles in North American and European publications on policy and practice in higher education, has served as editor for three national/international journals, and frequently speaks at international conferences around the world. In 2014, Brindley was elected to the Association of Public and Land-Grant Universities (APLU) Commission on International Initiatives, and has spoken at national conferences of the APLU, the Association International Education Administrators, as well as the British Council Going Global conference. From 2015 to 2017, Brindley was elected the APLU Executive Chair for the Commission on International Initiatives.

During 2016-18 Dr. Brindley continued as Vice President while serving as Interim Dean to the College of Education. Today, he leads USF World and the international student success initiatives for almost 5,000 students from 145 countries and the 2,250 outgoing faculty, staff and students completing academic experiences abroad, while documenting the global footprint of over 1,200 USF faculty who conduct teaching, scholarship and research overseas.

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Conference Featured Speaker

**ATTORNEY NAYEF MUBARAK
MUBARAK LAW FIRM**



Featured Speaker: Attorney Nayef Mubarak, Mubarak Law

Nayef A. Mubarak is a lifelong resident of Central Florida. He earned his bachelor's degree from the University of Central Florida. Prior to enrolling in law school, Mr. Mubarak spent time working as a mutual fund accountant with the Bank of New York. Nayef speaks Arabic, English, and Spanish.

Attorney Mubarak attended Barry University School of Law. Mr. Mubarak served on the law school's Moot Court Honors Board and participated in the Immigration Clinic, advocating for indigent clients in USCIS and Immigration Court proceedings. Attorney Mubarak was admitted to the Florida Bar in 2010. He was a partner at NeJame Law for nearly 6 years. In 2013, Nayef was invited by the White House for a "Strategy meeting with Arab-American Community leaders" in 2013 to discuss immigration reform.

In August of 2016, Nayef founded Mubarak Law. Nayef's practice focuses on investor visas, waivers, employment and family-based petitions. Mr. Mubarak represents many clients with businesses throughout the world, often providing companies with consultations on their company formations, business plans, and treaty compliance.

Nayef is committed to his community and serves as a director for the Arab American Community Center, and the Arab American Citizenship Advisory board for the Orange County Sheriff. Nayef volunteer's monthly we these organizations; offering free consultations and citizenship clinics. He has appeared on numerous local and national news outlets as a legal analyst on immigration law. Nayef is also on the board of the Immigration & Naturalization Executive Committee, Orange County Bar Association.

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Session Descriptions

Concurrent Sessions 1:

1: How do you say, "Welcome" in Portuguese? Santa Fe College's and Sao Paulo University's Collaboration to Advance Global Accessibility

- **Dr. Jason Frank, Santa Fe College, Instructional Designer**
- **Andrew Sheppard, Santa Fe College, Instructions Designer**

ADA compliance is a critical issue for all online content; however, many instructors see making a course accessible as overwhelming and not immediately relevant. In a joint effort with the Universidade Estadual Paulista (UNESP), Santa Fe College is developing the Certificate for Accessible and Inclusive Practices (CAIP) to help instructors identify several high impact practices that can be adopted with relative ease and to see the ways in which accessible design benefits all learners. In this presentation we will present an outline of the certificate program, show some sample content and discuss the implementation and assessment plan. Accessibility is a concern that transcends borders and by leveraging the expertise of our Brazilian colleagues, we feel that are better able to advance accessible design practices here at home.

2: Traversing Lakes and Volcanoes: Navigating a Global Partnership in Nicaragua

- **Dr. Eileen DeLuca, Florida SouthWestern State College, Acting Provost**
- **Dr. Bruno, Florida SouthWestern State College, Faculty**

This session focuses on a global partnership developed by faculty and administrators at Florida SouthWestern State College. The presenters are the leaders of travel abroad and research initiatives in Nicaragua and have developed cooperative agreements with a university and NGOs in this less frequently travelled destination.

During this session the participants will:

- Learn about the challenges and rewards of creating partnerships in a less-familiar country.
- Analyze the objectives of the formal partnership agreement and review examples of how the objectives are realized.
- Understand how to build a course syllabus and travel abroad agenda to realize global competencies within and across disciplines.
- Review examples of multifaceted cross-institutional, international partnerships.
- Examine the exigencies of conducting faculty and student research in a developing country.

3: A Win Win: International DirectConnect between community college and university

- **Talia Popovski, Valencia College, Managing Director Int'l Rec/Global Eng, Int'l Student Rec and Global Engage**
- **Dr. Deborah Brandford, UCF, Director of Academic Support Services**
- **Vanessa Delgado, UCF, Success Coach**

Representatives from Valencia College and the University of Central Florida (UCF) will discuss the success of the International DirectConnect partnership which provides a guaranteed transfer pathway for community college international students to the university. Presenters will discuss the strategies of their success which include joint recruitment trips, joint marketing, regular campus visits for students, tracking important data, etc.

4: Integration and Internationalisation : Pre-College Summer Programmes

- **Owen Hooper, University of South Florida, Director**
- **Patrick Hurley, Quebec Study Abroad, Director**
- **Danielle Hayward, University of South Florida, Assistant Director**

Universities in North America are increasingly looking to internationalize their campuses. This means developing a welcome, internationally-minded campus life, supporting the integration efforts of out-of-state and international students, and supporting professors in the implementation of more international components into their courses. It also means offering study abroad opportunities for students to learn about the world and global issues.

Indeed, with globalisation, and with students' growing preference for all things international, universities are now required to look beyond their traditional campus and curriculum to offer students a more well-rounded educational experience. In fact, their recruitment success may depend on it.

In 2015, the University of South Florida Summer Academic and Cultural Engagement programme (ACE) at USF was launched to provide a purposeful academic and social transition to better acclimate out-of-state and international students to life on campus. This programme takes place in the summer before the start of the fall semester.

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Out-of-state and international high school students admitted to the summer term are promoted to enrol into this innovative programme. During the four intensive weeks starting in late July, students enroll in two courses that are held on campus in Tampa for three weeks, followed by one week of faculty-led study away for more hands-on curriculum.

Concurrent Sessions 2:

1: Improving Fire Safety Preparedness in Study Abroad

Ben Chamberlain, University of South Florida, International Risk and Security Officer

- **Sara Blanc, Jasmine Jahanshahi Fire Safety Foundation, Director**
- **Reza Djahanshahi, Jahanshahi Fire Safety Foundation, President**

Safety is a top priority in study abroad pre-departure sessions, but fire safety has received relatively little attention. Learn about a fatal fire abroad that killed four international students and critically injured many more, provoking the presenters to start the Fire Safety Foundation. Through discussion and a video presentation, discover their central mission: protect students in the US and abroad from preventable fire-related death and injury through direct education, sharing technology, and partnerships with universities. What is the role of safety and security offices at universities across the U.S. and how can they perform inspections and training to ensure the safety of those occupying campus buildings and residences at home and abroad? What tools can we leverage stateside to ensure student safety abroad? How can fire safety experts and study abroad coordinators work together to make this issue relevant to students? The Foundation will present its mission, history, and student-friendly resources along with a video detailing their story. Questions and audience discussion will close the session.

2: Show Me MORE THAN the Money! Campus Internationalization through local and low-cost International Student Recruitment

- **Dr. Ramona Kirsch, St. Petersburg College, Director International Programs**

This session will focus on how local and low-cost international student recruitment can help internationalization efforts. This session is designed to not only share information but to also provide a platform for the sharing of best practices and brainstorming of ideas from participants.

Presentation will be in three parts:

Part I: International Recruitment on a Shoestring: How one institution is implementing international student recruitment plan via local and low-cost strategies. In addition, participants will hear how this local recruitment effort is also assisting in diversifying the campus and building the global brand of the institution.

Part II: How the non-Profit organization, Study Florida can assist institutions in their recruitment efforts. Participants will learn about Study Florida, how institutions can become members and upcoming activities of Study Florida that assist in international student recruitment.

Part III: An interactive round table discussion to share ideas and initiatives on best practices in low-cost, local and/or virtual international student recruitment.

Learning outcomes for this session include:

1. Acquiring information about low-cost local international student recruitment with possible high-impact for campus internationalization and community engagement
2. Understanding how Study Florida can assist institutions of higher education in their international student recruitment efforts
3. Sharing best practices in local and virtual international student recruitment

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3: Environmental Science in a Developing Country: Study Abroad Science in the Peruvian Amazon

- **Dr. Marie Trone, Valencia College, Faculty**
- **Dr. Dheeraj Verma, Valencia College, Faculty**

Environmental Science in a Developing Country (EVR 1001) is a general education science course delivered as a travel abroad experience. This class provides a survey of basic chemical, biological, and physical principles of environmental science and ecology, the application of these principles to current political, scientific, and economic issues and our responsibility for the environment. Students compare and contrast the natural habitats, environmental viewpoints, and standards of living of a developing country with those of the United States. During this course students expand their cultural awareness during a study abroad trip to the Peruvian Amazon. This awareness is enhanced by a service learning project in which Valencia College students work in conjunction with the NGO, CONAPAC, by teaching Peruvian Amazon children about symbiotic relationships among rainforest organisms. Students learn course materials via 1) preparing for the service learning project; 2) designing an independent research project; 3) various media assignments; 4) journal assignments; and 5) a classroom presentation. Students learn about the inter-connectedness of human societies and the natural environments while expanding personal world views, possibly inspiring students to pursue a STEM career. Various assignments are shared in this presentation and tips for maintaining a positive classroom climate.

Learning outcomes:

1. How we made a general education science course into a study abroad opportunity with the potential to influence students to switch to a STEM field of study.
2. How we used non-standard course curricular activities to accomplish the course outcomes.
3. How we maintained a positive class climate and positively influence student choices while participating in a study abroad course.

4: Showcasing the New SAGE Certificate

- **Dr. Jeremy Bassetti, Valencia College, Faculty**
- **Christy Cheney, Valencia College, Faculty**
- **Kevin Colwell, Valencia College, Instructional Designer**

This session will be a round table discussion on how different colleges and universities in Florida help prepare faculty and staff to lead a study abroad trip. Valencia will showcase three classes that have been developed for faculty and are listed below:

1. Stewardship of a Study Abroad Leader

Participants will develop global leadership skills to lead study abroad experiences. Participants will learn how to create an atmosphere of inclusion and mitigate issues when studying abroad through exploring a variety of scenarios and role-playing. Additionally, faculty will develop a risk management plan. This course is designed for full-time faculty interested in leading a study abroad program. Note: This is a required course in the Study Abroad Program Leader Certification.

Learning Outcomes:

Differentiate between professorship and friendship when interacting with students

- Demonstrate duty of care with students
- Develop a culturally sensitive mindset
- Demonstrate adaptive problem-solving in a variety of circumstances
- Demonstrate ability to support students' emotional needs in a variety of situations
- Model effective communication within and across cultural boundaries

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2. Introduction to SAGE

Participants will engage in an overview of the Study Abroad program, the student global distinction pathway, and global competency skills. Additionally, participants will develop a global perspective as well as explore different models for internationalizing curriculum and high impact educational practices.

Learning Outcomes:

Cultivate discipline-specific cross-cultural appreciation

Develop a culturally sensitive mindset

Articulate how study abroad will contribute to students' academic, professional and personal goals

Articulate students' pathway to earn Valencia's Global Distinction

Articulate authentic personal and professional motivations

3. Designing a study abroad proposal

Participants will create authentic learning experiences for studying abroad. Additionally, participants will develop a curriculum plan, destination logistics, budget, and recruitment strategies.

Course outcomes:

Develop cultural immersive learning activities that assess for cross-cultural readiness

Develop strategies to recruit students to participate in study abroad

Develop logistics and details that demonstrates advanced planning

Support efforts to internationalize curriculum focused on student learning

Concurrent Sessions 3:

1. International Students Shape American Higher Education

- **Lucas Araujo Ferreira, Broward College, Student**
- **Gabriel Dos Santos, Broward College, Student**

The purpose of this session is to share the perspective of an international student in the context of the process of social, academic, and professional acculturation, with which foreign students deal once enrolled in American higher education. The main focus will be to first discuss challenges, obstacles, and common mistakes that students often face, and that have a major impact on their early years living abroad. The second item of focus will be how to identify and apply new ideas, strategies, and resources that create effective possibilities to support the transition of international students to an American higher education.

Seeking higher education in a foreign country is a dream among a countless number of students who take the challenge to go across distances to attain their professional career goals for different reasons, and whatever the cost may be. The first year of college is challenging for any student, let alone international students who are not accustomed to the American university experiences, or who may not have strong English skills. For new foreign students, the first year of their lives abroad means the encounter with reality and the social and cultural shock. The constant fast-paced adaptation that is imposed on foreign students leads them to experience situations that can often discourage them from continuing or succeeding in the pursuit of a higher education.

Therefore, a key factor to better create learning opportunities and how to navigate an American academic culture is to identify possible problems that foreign students face and analyze them as a way to look for possible solutions. Seeking guidance in their program of study early in the process and knowing what it takes to complete college level work is paramount to their success.

The proposed session will identify issues and discuss resources and services that would support international students as they transition into the American higher education:

Identify

- What does it mean to be an International Student?
- What are the challenges, fears, and concerns that students often faced by a foreign country?
- The importance of creating a student network on and off campus as a platform for international students to overcome their challenges. The psychological, cultural, and other components that impact the education.
- How students can benefit from culture and social diversity.

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Promote and Apply

- Creating a safe space where any topic that can be addressed.
- Innovative activities and programs that can lead students to enrich their curriculum.
- Sources of inspiration, motivation, and creativity
- Levels of student involvement and how institutions can support different initiatives.
- Study abroad opportunities, volunteering, and leadership
- Using technology to track diverse groups in order to support their needs
- Implementing the use of different platforms to reach out to students and build a global community
- Create a sense of urgency on campus to make these changes and acknowledge student feedback

2. A New Generation of Study Abroad: How to Increase & Diversify Study Abroad and Service Learning Participation in a Sustainable Way

- **Resham Shirsat, Valencia College, Director**
- **Christian Alyea, Study Abroad Association, Co-Founder & Program Director**
- **Leonardo Gubinelli, Study Abroad Association, Co-Founder & Program Director**

This session will cover:

- How to increase & diversify study abroad participation through cross discipline programs, while incorporating meaningful service learning opportunities
- Customizing programs in non-traditional areas of international education
- Running socially responsible/sustainable study abroad programs

Learning Outcomes:

- How to design/build cross discipline programs, while selecting destinations that can accommodate multiple educational focuses, helping ensure more students have access to study abroad opportunities.
- Creating possibilities in underrepresented areas of international education (STEM, Social Entrepreneurship & Business, and Health)
- How to incorporate meaningful and sustainable service learning projects into your study abroad programs and monitor their progress after you've returned home.
- Sustainable/Socially Responsible Study Abroad - Reducing our footprint abroad

3. Short Term Study Abroad in an Unexpected Course: Liberal Arts Mathematics

- **Charlotte Mortimer, Valencia College, Faculty**

This session will consist of an overview of one short term study abroad course in Mathematics and the story of how it came to be followed by an opportunity to collaboratively brainstorm how to apply the approach to non-traditional short term study abroad courses.

Attendees will see how short term study abroad can be done in a non-traditional study abroad course and will find ways to make study abroad work for other non-traditional courses.

4. Navigating the Current Political Climate to Create Positive Social Engagement

- **Dr. David Moore, Broward College, Dean, International Education**

Session overview

This interactive session will focus on the importance of global engagement in the context of populist movements both here and abroad. How do we advocate for and promote education abroad programs in this era? How does this climate present challenges as well as opportunities for cross-cultural engagement? These and other questions will be presented and discussed in a small so as to

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Proposed session format:

15 minutes - setting the framework & discussion questions (David and Tanith)

20 minutes - break out small group discussion by table: "Share your ideas & best practices for creating positive global engagement & staying true to our daily work and mission despite climate of isolationism" (attendees)

15 minutes - Reporting back to the room & sharing of ideas (attendees)

5 minutes - Closing remarks (David & Tanith)

Learning outcomes

1. Learn about main U.S and overseas national trends amid the current global political landscape

2. Learn about current trends in international education amid the global political context

3. Describe best practices and common institutional issues in the current political context

4. Discuss how international educators can do more with less within the current political context

5. Learn best practices in navigating the current political climate to create positive social engagement through small group discussions

Concurrent Sessions 4:

1. Study Abroad: Science, Safety, and Synergism

- **KT Moran, Polk State College, Faculty**
- **Natalie Whitcomb, Polk State College, Faculty**
- **Joey Maier, Polk State College, Faculty**

Science is everywhere! Travel, field work, and coordination with a wide range of disciplines are common in scientific professions; yet students are often exposed only to classrooms. Working in multi-disciplinary groups, students in globally-focused courses learn that the application of scientific critical thinking applies ubiquitously. With support of the Transatlantic Friendship and Mobility Initiative via the French Embassy and collaboration with the University of the Antilles; Polk State College students enrolled in biology, oceanography, and environmental science courses. Field experiences included hiking a volcano, exploring a mangrove swamp, snorkeling coral reefs, assessing wildlife affected by hurricanes, assaying a freshwater reservoir, and learning about marine near-shore dynamics on the island of Guadeloupe, French Antilles, all while immersed in the island's culture.

With instructional planning, students can meet multidisciplinary course learning objectives simultaneously in the same space, while increasing their appreciation of natural systems. With an emphasis on field safety protocols, shared time in the field enhances the knowledge base of all involved, increasing their understanding of the interrelationships between disciplines. Sharing field locations also promotes integration of course groups to allow for more sustainable planning. While receiving instruction on field safety, students working in unfamiliar terrestrial and aquatic environments appreciate the shared experience of all scientists, while increasing their network and meeting course objectives along the way.

Learning objectives:

Human interactions with the environment

Global ecological issues

Apply the scientific methods in defining, analyzing, and solving problems

Critical thinking

Evaluation of scientific issues

Information literacy

Scientific and quantitative reasoning

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2. Roundtable: The Impact of Collaboration with Global Partners in the U.S.

- **Felipe Pieras-Guasp, Embassy of Spain, Education Advisor**
- **Dr. Jeremy Bassetti, Valencia College, Faculty**
- **Sherrie Beeson, Florida International University, Graduate Assistant**

This roundtable will describe what cooperation with the Embassy of Spain through the Language and Culture Assistants program has entailed for two institutions: Valencia College and Florida International University (FIU). The benefits for public schools in Spain of having American college students and graduates who are native speakers of English in their classrooms will also be discussed. While having the context of the Language and Culture Assistants in Spain program, the roundtable will touch on long-term international experiences for students and reflections on global partnerships in general.

The session will start with an overview of the Language and Culture Assistants in Spain program. Felipe Pieras-Guasp, Education Advisor from the Ministry of Education of Spain, will provide the audience with a brief description of the program, its requirements, conditions, benefits and learning outcomes. Every year, more than 2500 American College students and graduates have the opportunity to visit Spain over one school year and become acquainted with the Spanish Education system, teachers and students, while sharing with them aspects of their own language and culture. As a result, they develop several competencies that make them more globally competent and competitive individuals. The Embassy of Spain works together with several hundreds of universities and colleges across the nation providing information sessions, application processing and orientation seminars for prospective assistants.

Jeremy Bassetti, Professor of Humanities at Valencia College and former Language and Culture Assistant in Spain, will refer to this program's (and long-term programs in general) academic, professional and personal impacts from the perspective of a student as well as to the nature of this partnership with Valencia College and other institutions of higher education in Florida as a space for recruitment, strategies, etc.

Sherrie Beeson, Graduate Assistant at the FIU's Office of Global Learning Initiatives, will summarize what cooperation with the Embassy has meant for her office and for FIU professors and students. For FIU and the Office of Global Learning Initiatives, this program is one more way to 'walk the talk' of being an international university and being truly international is one of the things that sets FIU apart. FIU hosts, together with the Consulate of Spain, an annual pre-departure orientation session that is open to students from all across Florida, and just having them on campus increases the university's state-wide exposure. However, it also gives FIU an opportunity to share information about its own programs, such as the International and Intercultural Education program. Former FIU students who have participated in the Language and Culture Assistant program report that it has "changed their lives." Not only are students able to go and live in Spain for an extended period of time, they can engage in meaningful work that pays a living wage.

The session will be open for attendees to talk about their experiences and to discuss partnerships with foreign institutions in the US.

Learning outcomes

Participants in the session will be able to...

- Understand the benefits of collaboration with global partners in the US.
- Explore local alternatives in the area of internationalization.
- Analyze the academic, professional and personal impacts of long-term programs abroad.
- Recognize the requirements, conditions, benefits and learning outcomes of the Language and Culture Assistants program.
- Identify fields of possible collaboration with the Embassy of Spain.
- Assess the opportunities in terms of exposure and promotion of the university's own programs.

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3. Create Community and Expand Education Abroad through the Consortium Model

- **Jayme Kreitinger, College Consortium for International Studies, Executive Director**
- **Dr. David Moore, Broward College, Dean, International Education**

Learning Objectives:

1. Learn about three different consortia models to identify a framework that will support your education abroad objectives.
2. Realize the benefits of consortium membership, including the growth potential and ability to leverage peer's programming, institutional resources, and specific expertise related to local policies and best practices.

1) Introduction to the Consortium Model

Main Point: Understand the framework, structure, and mission of three different existing consortia models.

2) Benefits and Challenges of Consortia

Main Point: Identify the advantages and considerations in either forming or joining a consortium to advance your institution's international initiatives.

3) Leveraging an Existing Consortium

Main Point: How to identify the consortium model that best fits your institution's needs to provide opportunities and student support with fewer resources.

4) Topic: The Consortium Model and Your Institution

Main Point: Participants will identify two to three of their institution's internationalization goals, chose a corresponding consortia framework to support the goal(s), and brainstorm next steps to leverage an existing consortium.

4. International Service Learning from Peru to Italy to Greece

- **Dr. Marsha Butler, Valencia College, Faculty**
- **Daniela Garcia Laverde, Valencia College, Student**

- Participants will explore Valencia's International Service Learning programs, identify the community partners and create an action plan for the creation of their international service learning programs in their institutions.
- Participants will learn about from a student's perspective about their experience engaging in international service learning through academics, civic engagement, personal, and professional development.
- Participants will be able to define and articulate the benefits of international service learning and the impact it will have on their students.

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