



cīee<sup>®</sup>

2019 CIEE ANNUAL CONFERENCE

# BROOKLYN

NOVEMBER 6-8, 2019

STUDY ABROAD 2019 | OPENING DOORS TO INCREASE DIVERSITY IN STUDY ABROAD







# WELCOME TO BROOKLYN!

## And welcome to the 2019 CIEE Annual Conference, OPENING DOORS TO INCREASE DIVERSITY IN STUDY ABROAD.

While more than 325,000 U.S. students study abroad each year, fewer than 30% are from underrepresented groups. Today, the students studying abroad do not accurately reflect the demographics of the overall student population, which includes far more diversity in racial, ethnic, religious, academic, and socioeconomic backgrounds, as well as in gender, sexual orientation, disability, and age.

If we, as international educators, want to dramatically increase diversity in study abroad, we must break down barriers of cost, curriculum, and culture that can stand in the way of participation.

Beyond top-down approaches to address underrepresentation, such as scholarships to make study abroad more affordable, and inclusive marketing campaigns that showcase how study abroad can benefit all students, what steps can we take to encourage a greater diversity of students to pursue an international education experience?

At this year's conference, we'll be exploring actionable ways to tackle the study abroad diversity challenge – from designing programs that inspire diverse students, to helping students navigate their identities while traveling abroad, to better articulating the connection between an international experience and professional opportunities.

During Wednesday's Welcome Breakfast and Opening Plenary, diversity and inclusion professional Ritu Bhasin will reveal why *authenticity* is the key to inclusivity and how *authentic leadership* empowers us to build a world that celebrates diversity.

On Friday, at the Annual Luncheon, filmmaker and educator André Robert Lee will explore the intersection between race, class, and culture, and how educational institutions can create a sense of belonging for underrepresented students.

I look forward to many conversations this week about how we can reframe global education to be more inclusive. Let's think through creative new ways to democratize access to study abroad and to be sensitive of, and responsive to, the needs of underrepresented students. Let's develop strategies that will increase participation by diverse students, and together we will change the face of study abroad.

James P. Pellow, Ed.D.  
President & Chief Executive Officer

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#### Admission to CIEE Events

Your conference name badge is your ticket to all CIEE Annual Conference events. Please be sure to wear your name badge at all times. You will be asked to show it for entry to conference sessions and receptions.

# PROGRAM AT A GLANCE

## TUESDAY, NOVEMBER 5

|                        |  |                 |  |
|------------------------|--|-----------------|--|
| 8:00 A.M. – 4:00 P.M.  | Registration and Welcome Desk  | PROMENADE FOYER |  |
| 9:00 A.M. – 12:00 P.M. | <b>Pre-Conference Workshop 1 – Part 1:</b> Health, Safety, & Security:<br>Basic Training 101 ( <i>pre-registration required</i> )  | SALON F         |  |
| 1:00 P.M. – 3:30 P.M.  | <b>Pre-Conference Workshop 1 – Part 2:</b> Health, Safety, & Security:<br>Advanced Training: The Stress Test on Preparedness ( <i>pre-registration required</i> )                | SALON F         |  |
| 9:00 A.M. – 12:00 P.M. | <b>Pre-Conference Workshop 2</b> – Intercultural Intersections:<br>Diversity and Inclusion as an Integral Part of Intercultural Development ( <i>pre-registration required</i> ) | SALON H         |  |

## WEDNESDAY, NOVEMBER 6

|                         |  |                                    |  |
|-------------------------|--|------------------------------------|--|
| 7:30 A.M. – 5:00 P.M.   | Registration and Welcome Desk  | PROMENADE FOYER                    |  |
| 8:30 A.M. – 5:00 P.M.   | Exhibit Hall   | PROMENADE & SALONS D-E FOYER       |  |
| 9:00 A.M. – 10:30 A.M.  | Welcome Breakfast & Opening Plenary<br><i>Featured Speaker: Ritu Bhasin, Diversity and Inclusion Professional, Authenticity Author</i>       | GRAND BALLROOM SALONS D-E          |  |
| 10:45 A.M. – 12:00 P.M. | Concurrent Sessions  | SALON F, SALON G, SALON H, SALON I |  |
| 12:00 P.M. – 1:00 P.M.  | Health, Safety, & Security Office Hours  | COBBLE HILL                        |  |
| 12:00 P.M. – 1:00 P.M.  | Global Leadership League: Empowering Women in Global Engagement ( <i>open to all</i> )   | SUNSET PARK                        |  |
| 12:00 P.M. – 1:00 P.M.  | Open Forum Meeting ( <i>open to all</i> )  | CARROLL GARDENS                    |  |
| 1:30 P.M. – 2:45 P.M.   | Concurrent Sessions  | SALON F, SALON G, SALON H, SALON I |  |
| 2:45 P.M. – 3:30 P.M.   | Poster Fair and Coffee Break   | SALONS B-C                         |  |
| 3:30 P.M. – 4:45 P.M.   | Concurrent Sessions  | SALON F, SALON G, SALON H, SALON I |  |
| 6:00 P.M. – 8:30 P.M.   | Meet CIEE Reception<br><i>Bus transportation will begin at 5:45 P.M. from the Marriott 1st floor lobby and will continue until 6:45 P.M.</i> | GLASSERIE AT SOUND RIVER STUDIOS   |  |

## THURSDAY, NOVEMBER 7

|                         |   |   |  |
|-------------------------|---|---|--|
| 7:30 A.M. – 5:00 P.M.   | Registration and Welcome Desk   | PROMENADE FOYER                             |  |
| 8:30 A.M. – 5:00 P.M.   | Exhibit Hall  | PROMENADE & SALONS D-E FOYER                |  |
| 8:45 A.M. – 10:00 A.M.  | Concurrent Sessions   | SALON F, SALON G, SALON H, SALON I          |  |
| 10:00 A.M. – 10:45 A.M. | Poster Fair and Coffee Break  | SALONS B-C                                  |  |
| 10:45 A.M. – 12:00 P.M. | Concurrent Sessions   | SALON F, SALON G, SALON H, SALON I          |  |
| 12:15 P.M. – 2:00 P.M.  | Annual Luncheon<br><i>Featured Speaker: André Robert Lee, Filmmaker, Educator, President &amp; Founder of Many Things Management</i>  | GRAND BALLROOM SALONS D-E                   |  |
| 2:15 P.M. – 3:30 P.M.   | Concurrent Sessions   | SALON F, SALON G, SALON H, SALON I          |  |
| 3:45 P.M. – 5:00 P.M.   | Concurrent Sessions   | SALON F, SALON G, SALON H, SALON I          |  |
| 3:45 P.M. – 5:00 P.M.   | Health, Safety, & Security Office Hours   | COBBLE HILL                                 |  |
| 7:00 P.M. – 9:30 P.M.   | Annual Conference Reception<br><i>Bus transportation departs from the Marriott 1st floor lobby promptly at 5:30 P.M. for Battery Park. Ferries set sail from Battery Park to Ellis Island promptly at 6:30 P.M. and 7:30 P.M.</i> | ELLIS ISLAND NATIONAL MUSEUM OF IMMIGRATION |  |

## FRIDAY, NOVEMBER 8

|                         |                               |                                    |  |
|-------------------------|-------------------------------|------------------------------------|--|
| 7:30 A.M. – 1:00 P.M.   | Registration and Welcome Desk | PROMENADE FOYER                    |  |
| 8:30 A.M. – 1:00 P.M.   | Exhibit Hall                  | PROMENADE & SALONS D-E FOYER       |  |
| 8:30 A.M. – 10:00 A.M.  | CIEE Breakfast                | GRAND BALLROOM SALONS D-E          |  |
| 10:15 A.M. – 11:30 A.M. | Concurrent Sessions           | SALON F, SALON G, SALON H, SALON I |  |
| 11:45 A.M. – 1:00 P.M.  | Concurrent Sessions           | SALON F, SALON G, SALON H, SALON I |  |

# FEATURED SPEAKERS



## RITU BHASIN

DIVERSITY AND INCLUSION PROFESSIONAL, AUTHENTICITY AUTHOR

WELCOME BREAKFAST & OPENING PLENARY

WEDNESDAY, NOVEMBER 6

9:00 A.M. – 10:30 A.M.

Globally recognized leadership and inclusion specialist Ritu Bhasin brings her expertise to the world of international education during the CIEE Welcome Breakfast and Opening Plenary. Inspired by her own journey to overcome racist childhood bullying, Ritu has committed to disrupting the status quo and building a world where everyone can celebrate their differences and the differences of others. Known for her expertise in cultural competence, unconscious bias, and neuroscience strategies, she has coached hundreds of professionals, leaders, and executives to be more inclusive.

As a passionate advocate for authenticity, inclusion, and empowerment, Ritu has won numerous awards for her work, including the City of Toronto's William P. Hubbard Award for Race Relations in 2014.

In 2010, Ritu launched Bhasin Consulting Inc., a diversity and inclusion-focused consulting firm, and has since gained a global reputation for her work in leadership development, diversity and inclusion, and women's advancement. Before founding Bhasin Consulting Inc., Ritu was a practicing lawyer and the director of legal talent at a preeminent Canadian law firm. She earned an MBA from the University of Toronto's Rotman School of Management, an LL.B. (with Distinction) from the University of Western Ontario, and she served as an instructor in the Executive Program at the Rotman School of Management. Her first book, *The Authenticity Principle*, was released in 2017 and is now an Amazon bestseller.



## ANDRÉ ROBERT LEE

EDUCATOR, FILMMAKER, PRESIDENT & FOUNDER OF MANY THINGS MANAGEMENT

ANNUAL LUNCHEON

THURSDAY, NOVEMBER 7

12:15 P.M. – 2:00 P.M.

Join us for an inspiring reflection on diversity from André Robert Lee at this year's Annual Luncheon. André will break down the sources of identity and examine the problems that occur when those identities clash, and how we, as individuals, can overcome these obstacles.

André produces and directs for Point Made Films and his production company, Many Things Management. He wrote, directed, and produced *The Prep School Negro*, a film documenting his personal journey as a high school scholarship student. The film explores what he gained intellectually but lost emotionally when he left the streets of Philadelphia each day to attend an elite private school. Since 2009, he has taken *The Prep School Negro* to several hundred high schools, colleges, and conferences to lead discussions about how institutions can move beyond diversity initiatives and create a sense of belonging for underrepresented students. In 2014, he produced a second documentary, *I'm Not a Racist ... Am I?*, and continues to travel around the U.S. facilitating screenings and workshops.

In addition to presenting his films, André serves as a consultant and advisor for Connecticut College's Mellon Undergraduate Research Program in the Arts and Humanities. He has worked with New York City Public Schools, The Ford Foundation, Miramax Films, HBO, and DreamWorks, and has been a speaker at The Gates Millennium Scholars Program Leadership Conferences. André is a member of the Connecticut College Alumni Board of Directors and the Advisory Board for Ready Willing and Able: The Doe Fund, Inc. He also serves on the Jury for the Academy Awards Student competition and serves as a Reader for The Gates Millennium Scholars Program.





# SCHEDULE OF EVENTS



## ADMISSION TO CIEE EVENTS

Your conference name badge is your ticket to all CIEE conference events. Please wear your name badge at all times – you will be asked to show it for entry into conference sessions and receptions.

### TUESDAY, NOVEMBER 5

|   |   |                 |  |
|---|---|-----------------|--|
| 8:00 A.M. – 4:00 P.M.   | REGISTRATION AND WELCOME DESK   | PROMENADE FOYER |  |
| 9:00 A.M. – 12:00 P.M.<br><i>Workshop Facilitators:</i><br>Bill Bull, VP of Risk Management, CIEE; Colin McElroy, Director of Health, Safety, & Security, CIEE; Rebecca Cando, Operations Coordinator, Health, Safety, & Security, CIEE                               | PRE-CONFERENCE WORKSHOP 1<br>PART 1: HEALTH, SAFETY, & SECURITY: BASIC TRAINING 101<br>(pre-registration required)  | SALON F         |  |
| 1:00 P.M. – 3:30 P.M.<br><i>Workshop Facilitators:</i><br>Bill Bull, VP of Risk Management, CIEE; Colin McElroy, Director of Health, Safety, & Security, CIEE; Rebecca Cando, Operations Coordinator, Health, Safety, & Security, CIEE                                | PRE-CONFERENCE WORKSHOP 1<br>PART 2: HEALTH, SAFETY, & SECURITY: ADVANCED TRAINING: THE STRESS TEST ON PREPAREDNESS<br>(pre-registration required)                | SALON F         |  |
| 9:00 A.M. – 12:00 P.M.<br><i>Workshop Facilitators:</i><br>Keshia Abraham, Senior Director of Diversity and Inclusion, CIEE; Quinton Redcliffe, Director of Diversity and Inclusion, CIEE; Brittani Smit, Manager of Student Life, Global Institute - Cape Town, CIEE | PRE-CONFERENCE WORKSHOP 2<br>INTERCULTURAL INTERSECTIONS: DIVERSITY AND INCLUSION AS AN INTEGRAL PART OF INTERCULTURAL DEVELOPMENT<br>(pre-registration required) | SALON H         |  |



# SCHEDULE OF EVENTS

## WEDNESDAY, NOVEMBER 6

7:30 A.M. – 5:00 P.M.

REGISTRATION AND WELCOME DESK

PROMENADE FOYER



8:30 A.M. – 5:00 P.M.

EXHIBIT HALL

PROMENADE &  
SALONS D-E FOYER



9:00 A.M. – 10:30 A.M.

### WELCOME BREAKFAST AND OPENING PLENARY

SALONS D-E

*Featured Speaker: Ritu Bhasin, Diversity and Inclusion Professional, Authenticity Author*

Enjoy a light breakfast while Ritu Bhasin reveals why “authenticity” is the key to true inclusivity and how “authentic leadership” empowers us to contribute to our fullest. Ritu has committed to disrupting the status quo and building a world where everyone can celebrate their differences and the differences of others.

## 10:45 A.M. – 12:00 P.M. CONCURRENT SESSIONS

### REFLECTION AND ARTICULATION: TOOLS TO HELP STUDENTS CONNECT STUDY ABROAD TO CAREER DEVELOPMENT

SALON F

**CHAIR:** Joseph Halaas, University of Wisconsin - Madison  
**PRESENTERS:** Randeep Kullar, AIC/CIEE; Dana Tottenham, Emory University

The connection between study abroad, global internships, and career readiness continues to be an important topic of discussion – especially as the pool of students studying abroad becomes more diverse. In this workshop, presenters will provide examples for maximizing student learning through reflection and articulation. Because not all methods can be implemented at all institutions, session attendees will discuss how key concepts can be modified to work with the diverse population of study abroad students at their institution.

### SOCIO-ECONOMICS, INCLUSION, AND STUDY ABROAD SALON G

**CHAIR:** Ray Casserly, CIEE  
**PRESENTERS:** Keshia Abraham, CIEE; Quinton Redcliffe, CIEE

This session examines the challenges of inclusion during study abroad with a focus on the impact of student socio-economic circumstances and dynamics. Participants will explore the impact of accessible student life and academic resources, and how the strategy of providing resources can openly differentiate, albeit unintentionally. In study abroad, there are still the “haves” and the “have nots” amongst increasingly diverse student cohorts. Examples from the field led to the posit that academic support services and student-life services need to consider and address the socio-economic gap not only in international education’s accessibility domain, but also in the delivery domain.

### GET OUT OF MY WAY! BUILDING INCLUSIVE STUDY ABROAD EXPERIENCES FOR STUDENTS WITH DISABILITIES

SALON H

**CHAIR:** Andrea Dvorak, Augsburg University  
**PRESENTERS:** Katie Lane, Augsburg University; Carden Olson, Augsburg University

Many study abroad professionals don’t fully understand what’s unique about studying abroad with a disability. In turn, they’re left to guess why some students don’t participate, or worse, get in the student’s way. Participants in this session will workshop the entire study abroad process from the perspective of a student with a disability by continuously asking, “Is our approach student-centered?” By exploring the process and relationships with campus partners and providers, participants will come away with the tools needed to build an inclusive culture for all students to study abroad at their institution.

### FEDERAL FUNDING OPPORTUNITIES THROUGH THE FULBRIGHT-HAYS AND TITLE VI PROGRAMS FOR INTERNATIONALIZATION OF COLLEGE CAMPUSES

SALON I

**CHAIR:** Pamela Maimor, U.S. Department of Education  
**PRESENTERS:** Elizabeth Edmondson, Cornell University; Sandra Peters, Columbia University

This session is designed to demystify the federal grant process for institutions and fellowship applicants, and connect participants with the resources and tools needed to develop successful federal funding applications. A senior program officer for the U.S. Department of Education, as well as Fulbright-Hays grantees, will share best practices and tips when applying for international education federal funding.







WEDNESDAY, NOVEMBER 6 (CONTINUED)

12:00 P.M. – 1:30 P.M.

## NETWORKING LUNCH BREAK

(LUNCH NOT PROVIDED)

Catch up with a colleague and enjoy lunch at one of the many restaurants in Brooklyn.



12:00 P.M. – 1:00 P.M. **BREAKOUT SERIES** (LUNCH NOT PROVIDED)

### OPEN FORUM

CARROLL GARDENS

**FACILITATOR:** Mary Ryan Dando, University of Colorado Boulder

In this open forum, we'll discuss the issues related to managing study abroad offices, including financial constraints, human resources challenges, building campus support for international education, and managing crises. The format is free-flowing and participants are welcome to bring issues of their own that they would like to discuss with their peers.

### GLOBAL LEADERSHIP LEAGUE

SUNSET PARK

**FACILITATORS:** Kate Moore, AIC/CIEE; Sarah Spencer, Global Leadership League

All are welcome to join this conversation about the concept of power within a global context. This open meeting will reinforce the mission of the Global Leadership League to ignite change across the global education field by empowering, connecting, and training leaders. Share your perspective, meet colleagues, and identify resources.

### HEALTH, SAFETY, & SECURITY OFFICE HOURS

COBBLE HILL

**FACILITATORS:** CIEE Health, Safety, & Security team

Bring your questions, concerns, and thoughts to the CIEE Health, Safety, & Security team during our office hours. Have a question about campus safety in Prague? Internship placements in Santiago? Traveling with medications in Japan? We'll be on hand to discuss CIEE's policies, data, and experiences. Stop by for a 10-minute consult on any health, safety, and security issue on your mind.

1:30 P.M. – 2:45 P.M.

## CONCURRENT SESSIONS

### BUILDING EMPATHY IN STEM AND PROGRAMS ABROAD

SALON F

**CHAIR:** Molly Stern, AFS Intercultural Programs **PRESENTER:** Camille George, University of St. Thomas

Traditionally there has been a gap in teaching empathy to STEM majors. This session will explore the current state of STEM teaching and the developing shift toward adding empathy to the skillset needed for successful STEM careers. The presentation will also walk participants through strategies for teaching empathy through a change in pedagogy during study abroad programs and look at tools that facilitate intercultural learning to build empathy. Participants will examine the cultural shift that's taking place in the field since the case has been made that empathy is advantageous to science.

### SOMETIMES THE WORLD WILL BREAK YOUR HEART: IDENTITY-RELATED CRITICAL INCIDENT RESPONSE AND REFLECTIVE LEARNING

SALON G

**CHAIR:** Autumn Tallman, University of Iowa **PRESENTER:** Joelle Tolifero, Diversity Abroad

What happens when a student has a negative experience abroad related to personal identity? Is this a common occurrence? What resources are available to help support students through social discrimination abroad? This session will address these issues from a variety of angles: from the perspective of a university crisis responder for education abroad programs; from student case studies of personal identity impacting a global experience; and from a newly developed Diversity Abroad Climate Survey regarding student identity and the study abroad experience. Participants will be equipped with new information about tools and resources to support students.

### "THIS IS THE FIRST TIME I'VE FELT LIKE I HAVE CLASSMATES." A GUIDE TO PROVIDING ENGAGING STUDY ABROAD PROGRAMS FOR THE DIVERSE POPULATION OF ONLINE STUDENTS

SALON H

**CHAIR:** Michelle Laws, Arizona State University **PRESENTERS:** Carrie Herrera Niesen, Arizona State University; Andrew Parady, Arizona State University

Cultural competencies, including adaptability and problem-solving skills, are vitally important for students. Not all students, however, have the time and/or finances to spend a semester or even a summer on a study abroad program. This is especially true of online students. The online student population at Arizona State University continues to grow, especially within the W. P. Carey School of Business. With this in mind, short-term study abroad programming was developed so every student has the opportunity to have an international experience during their undergraduate education. In this session, presenters will discuss the steps taken to develop the first Global Intensive Experience (GIE) program, working closely with the study abroad office, School of Agribusiness, and a corporate partner.

### EQUAL OPPORTUNITIES, UNIQUE EXPERIENCES: NAVIGATING IDENTITIES OF DISABILITY, RACE, GENDER, AND SEXUALITY WHILE TRAVELING ABROAD

SALON I

**CHAIR:** Ashley Holben, Mobility International, USA

**PRESENTERS:** Michael Schwartz, Syracuse University; Jacquie Watters, Columbia University

Students with disabilities, who identify as LGBTQIA+, and/or people of color have much to gain from international education and much to contribute. Presenters will describe practices for creating environments that engage those underrepresented in study abroad programs by reflecting on experiences of LGBTQIA+, and/or people of color studying abroad and leading a group of university students with physical and sensory disabilities on a short-term program to Japan. Attendees will be challenged with the question, "How can we, as educators, hold ourselves accountable for educating ourselves and our colleagues on inclusion, oppression, and privilege?"

# SCHEDULE OF EVENTS

WEDNESDAY, NOVEMBER 6 (CONTINUED)

2:45 P.M. – 3:30 P.M.

## POSTER FAIR AND COFFEE BREAK



SALONS B-C

**From first-generation abroad to re-entry, see how your colleagues are working to make study abroad a reality for all of today's students. The Poster Fair offers an opportunity for meaningful one-on-one discussions on innovative approaches for *Opening Doors to Increase Diversity in Study Abroad*.**

### **African Americans in Contact: An Ethnographic Case Study of Cultural Sensitivity in Study Abroad**

Marisa Gray, Morgan State University

### **Assessing the Intercultural Impact of Short-Term Engineering Study Abroad Programs**

Jill Churchill, Purdue University

### **Black Students and Study Abroad: An Open Discussion on Barriers and Increasing Access**

Annastasia Williams, University of Texas-Knoxville  
Nicole Kaforski, University of Wisconsin-Madison

### **Creating Education Abroad Opportunities for Underrepresented Students at Tennessee Community Colleges**

Anne-Marie McKee and Girija Shinde, Volunteer State Community College

### **Developing a Faculty-Led Travel Course: A Review of Lessons Learned**

David Solomon and Alvin Malesky, Western Carolina University

### **Enhancing Student Mobility: Summer Gateway Programs for STEM Majors**

Hsiu-Zu Ho, Yeana Lam, and Diane Lindsey, University of California Education Abroad Program

### **Expectation versus Reality: Insights into the Transition Experiences of International Students**

Olaide Agbeniga, University of Pretoria, South Africa

### **First-Generation, First-Abroad**

Karla Aguilar, Division of Diversity and Community Engagement Global Student Fellows, University of Texas

### **From Apartheid to Today: Black Deaf Activism, Culture, and Education**

Lissa Stapleton, California State University Northridge; Christine Ganancial, Nohemi Perez; Tuamana Ruhaka, and Tyra White, California State University Northridge Students

### **From Campus to Study Abroad and Back: A Pedagogical Cycle Connecting Learning in the Classroom After Study Abroad**

Luziris Pineda Turi and Maryam Emami, Rice University

### **From Study Abroad Back to Campus: A Pedagogical Cycle Connecting Learning Abroad to Learning in the Classroom**

Hélade Scutti Santos, Rice University

### **Gender Inclusivity for Faculty-Led Travel**

Danielle Ficco, Washington & Jefferson College

### **Get Your Life! Encouraging and Supporting First-Generation and Non-Traditional Students to Study Abroad**

Marisa Gray and Rhonda Shields, Morgan State University

### **Global Citizenship: My First European Experience**

Shane Cavanaugh, Central Michigan University

### **Incorporating Student Vices: Utilizing Student Employees in Projects Related to Diversity and Inclusion**

Brook Baslee, University of Illinois at Urbana-Champaign

### **Increasing STEM Global and Cultural Competencies of Underrepresented Student Populations Through Study Abroad Programs in Spain and Australia**

Neal Phillip, Bronx Community College

### **Introspective Lessons: HBCU Undergraduate Social Work Students' Experiences in Havana, Cuba**

Makeba Green, Bowie State University

### **Latinx Students and Study Abroad: Language Programs as a Gateway to International Education (Thursday only)**

Mirta Barrea-Marlys, Monmouth University

### **Making Deeper Connections Through Culturally Relevant Study Abroad**

Dirk N. Soma, Kauai Community College

### **Motivation of Study Abroad Programs Made by People of Color**

Adia Boyd, New Jersey Institute of Technology

### **Passageways to Multiple Cultural Understandings: Engaging Marginalized Students with People and 'Place' Abroad**

Allison Freed, University of the Ozarks  
Aerin Benavides, University of North Carolina at Greensboro  
Lacey Huffling, Georgia Southern University

### **Questioning Abroad: Preparing Students to Navigate the Relationship Between Study Abroad and Sexual Orientation Identity Transformation**

Ashley Trebisacci, Brandeis University

### **Required: Creativity and Guts; Building Bridges for Students of Color Underrepresented in Study Abroad**

Metrice Harris-Weedman, Lancaster University, UK

### **Resources to Connect with Diverse Communities Abroad**

Stacy Benjamin, CIEE

### **Rewriting the Narrative: The Intercultural Expertise of Diverse Students**

Christina Siracusa and Jennifer Moylan, University of California, Davis

### **Transgender and Non-Binary Perspectives in Study Abroad: Building Materials With and For Students in Global Contexts**

Mara Flamm, The University of the Arts

### **Teaching Religion in Study Abroad Programs**

Farah Cherif D'Ouezzan, Center for Cross-Cultural Learning, Rabat - Morocco

### **Worldwide Global Health Career Model for Health Professions**

Felicia M. Banks, Howard University





WEDNESDAY, NOVEMBER 6 (CONTINUED)

## 3:30 P.M. – 4:45 P.M. CONCURRENT SESSIONS

### CULTURAL HERITAGE PRESERVATION: SERVICE-LEARNING WITH UNMANNED TECHNOLOGIES IN THE BALKANS

**SALON F**

**CHAIR:** Sue Macchiarella, Embry-Riddle Aeronautical University at Daytona Beach

**PRESENTERS:** Rachel McGinnis, Rochester Institute of Technology; Dan Macchiarella, Embry-Riddle Aeronautical University; Sali Shoshi, Cultural Heritage without Borders; Kaltrina Thaci, Cultural Heritage without Borders

The Balkans' unique and diverse cultural heritage provides an ideal setting for student service-learning in political, cultural, and sociological studies. This session includes perspectives from three different organizations – one located in the U.S. and two located in the Republic of Kosovo. Participants will assess pedagogy for effective service-learning that addresses real-world needs and how to identify partners, necessary preparations, and essential logistics. Presenters will discuss ways to identify and enhance underserved university programs, engage faculty, connect with students, and bridge the divide between students in disciplines of technical and social sciences.

### LIVING MY BEST LIFE: STRATEGIES TO INCREASE STUDY ABROAD PARTICIPATION

**SALON G**

**CHAIR:** Alisa Jackson, CIEE

**PRESENTERS:** Ronice Johnson, North Carolina A&T State University; Stephanie Tilley, Prairie View A&M University

How can institutions, especially Minority Serving Institutions (MSIs), increase the number of students going abroad? Although MSIs have a greater percentage of students of color, there is still a large disparity in the percentage of these students going abroad. Underrepresented students (students of color, first-generation college students, high financial need students, etc.) often face many challenges just to attend college. Once they are on campus, they may struggle to learn new systems and find available services. Participants will learn best practices for reaching, engaging, and communicating with underrepresented students about the benefits of study abroad.

### STUDY ABROAD AS A PUBLIC GOOD: IDENTIFYING AND ENHANCING STUDENTS' PROFESSIONAL GROWTH THROUGH INTERNATIONAL EXPERIENCE

**SALON H**

**CHAIR:** Michelle Pickard, Institute on International Education

**PRESENTERS:** Julissa Contreras-Martinez, CUNY York College; Theresa Gagnon, U.S. Department of State Bureau; Ryanna Miller, Gilman International Scholarship Program Alumna; Joseph Rienti, Fordham University

Underrepresented college students seek a return on their undergraduate education investment and place high value on experiences that bolster employability. In this session, participants will reflect upon career-enhancing opportunities available in study abroad and global internships and discover strategies to help students take advantage of these resume-boosting opportunities. The session will also cover methods to enhance equity and extend global education opportunities to students traditionally underrepresented in study or internships abroad.

### HIGHER ED DISRUPTORS: A COMPREHENSIVE AND INTEGRATED APPROACH TO CHALLENGING A SYSTEM OF INEQUITIES

**SALON I**

**CHAIR:** Andra Jacques, University of California, San Diego

**PRESENTERS:** Luis Legaspi, University of California, San Diego; Jay Minert, University of California, San Diego; Darin Smith-Gaddis, CAPA: The Global Education Network

Through an integrated review and understanding of processes, resources, and partnerships within higher education, the system of inequities that prevents underrepresented students from studying abroad can be challenged. In this session, presenters will discuss the systemic issues within study abroad that deliberately impact access and engagement for historically underserved student populations. Through this lens, traditional ideas will be challenged, and participants will look closely at their understanding of, practices related to, and ability to build systems for increasing diverse student and community engagement. By identifying blind spots, considering nontraditional strategic partnerships, and discussing resource allocation, the systems of inequity in study abroad can be broken down.



6:00 P.M. – 8:30 P.M.

## MEET CIEE RECEPTION

GLASSERIE AT SOUND RIVER STUDIOS

**Don't miss our unparalleled Meet CIEE event – your insider ticket to CIEE staff from across the globe! Enjoy drinks and appetizers, meet our site directors, and compete in our CIEE passport challenge for the chance to win a package to the 2020 CIEE Annual Conference in Seoul, South Korea – including registration, flight, and hotel accommodations.**

*Bus transportation will begin at 5:45 P.M. from the Marriott 1st floor lobby and will continue until 6:45 P.M. Look for the Meet CIEE staff who will be directing guests from the conference space. Buses will be returning to the Marriott beginning at 7:45 P.M.*

# SCHEDULE OF EVENTS



## THURSDAY, NOVEMBER 7

7:30 A.M. – 5:00 P.M.

REGISTRATION AND WELCOME DESK

PROMENADE FOYER



8:30 A.M. – 5:00 P.M.

EXHIBIT HALL

PROMENADE &  
SALONS D-E FOYER



8:45 A.M. – 10:00 A.M.

### CONCURRENT SESSIONS

#### ADVISING LATINO AND HISPANIC HERITAGE STUDENTS WHO STUDY ABROAD IN SPANISH-SPEAKING LOCATIONS

SALON F

**CHAIR:** Ryan Larsen, Western Washington University

**PRESENTERS:** Aránzazu Borrachero, Queensborough Community College; Eero Jesurun, CIEE; Kenneth Yanes, John Jay College of Criminal Justice

Recommending study abroad in a Spanish-speaking country isn't always an easy sell to Latino and Hispanic students. Will a student's Spanish be accepted by locals in the host country? Are their language skills "good enough" for immersion in a new culture? Can a Latino student have a successful study abroad experience and forego the burden of representing their Hispanic community? In this session, presenters will identify key learning points for predeparture and in-country orientation using case studies on academics, cultural adaptation, and identity politics and racism. In addition, they'll share examples of best practices from Chile, Argentina, and Spain.

#### INTERSECTIONALITY IN MARKETING AND RECRUITING: DEFINING "UNDERREPRESENTED" IN STUDY ABROAD

SALON G

**CHAIR:** Daniel Watson, University of Utah

**PRESENTERS:** Anne Frey, Portland Community College; Darin Smith-Gaddis, CAPA: The Global Education Network

Every year, international educators work hard to promote education abroad to diverse students, yet the ubiquitous definition of diversity may not capture all underrepresented populations of students on your campus. In this session, presenters will examine how a large community college, a public research university, and their institutional partners have worked to define "underrepresented," their marketing and recruitment efforts to attract and support those students, and the challenges and successes they've encountered. Participants will be asked to think critically about how their institution defines underrepresented in terms of study abroad students. Who does it include? Who might be missing?

#### OUTSIDER WITHIN: PREPARING AND SUPPORTING BLACK STUDENTS ON THEIR STUDY ABROAD JOURNEY

SALON H

**CHAIR:** Porshé Chiles, Wake Forest University

**PRESENTER:** Carla Fullwood, University of North Carolina at Greensboro

Increasing diversity on college campuses has resulted in an increase in the number of students of color studying abroad. As institutions aim to increase the racial and ethnic diversity of students who go abroad, practitioners must find innovative ways to prepare students for what they may encounter. This session will encourage practitioners to take inclusive excellence beyond numbers and see study abroad through the lens of the Black student. By doing so, strategies will be unpacked that serve underrepresented students and provide them with the tools to navigate across differences.

#### WHAT'S FOUCAULT GOT TO DO WITH IT: DIVERSE CAREER PATHWAYS FOR THE INTERNATIONAL EDUCATOR

SALON I

**CHAIR:** Alexandra Wood, CIEE

**PRESENTERS:** Christian A. Bracho, University of La Verne; Karleigh Koster, Indiana University Kelley School of Business; Martha McGivern, DePaul University; Grace Pai, Guttman Community College

International education is a field that attracts people who want to humanize international relations, foster community and inclusion, and promote mutual understanding across borders. This session will highlight diverse avenues and strategies for pursuing a rewarding, dynamic career in study abroad. The panelists will consider how theories, methods, and experiences from their graduate studies apply to their current work and engage the audience in a critical conversation on the merits of pursuing a doctorate or other credentials. The session will conclude with a facilitated dialogue for participants on career tips and recommended job search resources in order to make informed decisions that best support their career goals.

10:00 A.M. – 10:45 A.M.

### POSTER FAIR AND COFFEE BREAK

SALONS B-C



From first-generation abroad to re-entry, see how your colleagues are working to make study abroad a reality for all of today's students. The Poster Fair offers an opportunity for meaningful one-on-one discussions on innovative approaches for Opening Doors to Increase Diversity in Study Abroad. Refer to page 6 for Poster Fair presenters.





THURSDAY, NOVEMBER 7 (CONTINUED)

## 10:45 A.M. – 12:00 P.M. CONCURRENT SESSIONS

### RE-CENTERING STUDY ABROAD: REFLECTIONS ON STUDY ABROAD PROGRAMMING IN AFRICA

#### SALON F

**CHAIR:** Serigne Ndiaye, CIEE

**PRESENTERS:** Keshia Abraham, CIEE;  
Kwasi Gyasi-Gyamrah, CIEE;  
Makiah Lyons, Howard University;

Africa has generally been considered a non-traditional study abroad destination. This label seems to be validated by several factors, including the low number of study abroad programs available in Africa. As a result, fewer students study abroad in Africa compared with those going to traditional destinations. Presumably, a lack of deep familiarity with the African continent and the comfort of risk-avoidance explain why study abroad advising tends to be oriented toward places which, for parents, sending institutions, and service providers, seem safer and more familiar than Africa. This panel proposes to re-center study abroad in Africa by engaging participants to critically reflect on advising and programming.

### DEVELOPING INNOVATIVE SUSTAINABILITY AND STEM-FOCUSED STUDY ABROAD PROGRAMS USING A COLLECTIVE SOCIAL LEARNING MODEL

#### SALON G

**CHAIR:** Neal Phillip, Bronx Community College

**PRESENTERS:** Greg Bruce, City of Townsville, Australia; Antonia Ferriol, CIEE; Yachneet Pushkarna, Govardhan Ecovillage; Dereck Skeete, Medgar Evers College

This session will describe the initiation of STEM and sustainability-focused study abroad programs in Spain, Australia, and India by underrepresented student groups at the City University of New York, using a Collective Social Learning (CSL) model.

### GLOBAL LEARNING AND CAREER READINESS: ENHANCING EDUCATION ABROAD ACCESS FOR HBCU STUDENTS

#### SALON H

**CHAIR:** Maxine Sample, Virginia State University

**PRESENTERS:** Michelle Corley, Virginia State University; Tajaiana Menchion, Virginia State University;  
Jane Parker, Virginia State University

In this session, a faculty-student panel will share cross-disciplinary approaches used at an HBCU to enhance students' access to study abroad. Approaches include: integrating study abroad programs into competency-based professional preparation and curricula; developing international field research programs that enhance the attractiveness of foreign service careers where minorities tend to be underrepresented; and linking study abroad to student engagement initiatives for first-year students. Participants will also examine the success of student-driven strategies to change their landscape as they navigate through study abroad.

### STUDY ABROAD: IS IT ALL ABOUT ME? TAKING THE “SELF” OUT OF THE CENTER

#### SALON I

**CHAIR:** Marina Montgomery, Howard University

**PRESENTERS:** Tim Baird, CET Academic Programs; Noelle Baldwin, IES Abroad

This thought-provoking session will encourage participants to consider reshaping the way they guide students to interact with and process the study abroad experience. Participants will gain insight into the student perspective based on feedback collected from study abroad alumni as well as useful vocabulary and techniques that can be used to discuss identity without creating a self-centered focus on study abroad. The goal of this session is to engage in discussion so practitioners can reframe their approach to advising or begin a conversation about why it may be necessary to do so.



12:15 P.M. – 2:00 P.M.

## ANNUAL LUNCHEON

SALONS D-E

*Featured Speaker: André Robert Lee, Educator, Filmmaker, President & Founder of Many Things Management*

**André Robert Lee has been blatantly aware of the relationship between wealth and race since he was a teenager. His documentary, *The Prep School Negro*, chronicles the challenges he faced as a high school scholarship student at an elite, private prep school. Join us as André explores the intersections of race, class, and culture, and the role education can play in changing the dynamic.**



# SCHEDULE OF EVENTS

THURSDAY, NOVEMBER 7 (CONTINUED)

## 2:15 P.M. – 3:30 P.M. CONCURRENT SESSIONS

### REDEFINING THE NARRATIVE OF GLOBAL CLASSROOMS AND CAREERS THROUGH EXPAT MENTORSHIP

#### SALON F

**CHAIR:** Sienna Brown, *Las Morenas de España*

**PRESENTERS:** Aisha Cort, *Howard University*; Lori Tharps, *Temple University*

With the clear disparity of diverse representation in global classrooms and careers, first-generation students and students of color lack resources and roadmaps to study and thrive abroad.

Through mentor-focused programs with expat communities of color, students are able to engage with professionals who have experienced studying, working, and living abroad. By the end of this session, participants will be able to reshape the narrative of the post-graduate impact of studying abroad, as well as design mentor-focused programs for a diverse student body.

### DESIGNING WITH IDENTITY IN MIND: A CASE STUDY ON TWO DEAF-CENTRIC PROGRAMS IN MADRID AND CAPE TOWN

#### SALON G

**CHAIR:** Francisco Frisuelos-Krömer, *CIEE*

**PRESENTERS:** Becca AbuRakia-Einhorn, *Gallaudet University*; Emily Hennessy, *CIEE*; Quinton Redcliffe, *CIEE*; Lissa Stapleton, *California State University, Northridge* students

This session will look at two innovative programs – one from Gallaudet University and the other from California State University, Northridge – that were both awarded a CIEE Access Grant for their deaf-centric study abroad programs. Currently, providers and universities play a game of “catch up” to help a student with a disability go abroad. This is because most programs aren’t designed with these students in mind. This session will explore the inclusive and intentional design approach taken by Gallaudet and California State University, Northridge to meet the needs of deaf students and provide the same access to cultural exploration and language immersion as their hearing peers. Participants will learn how these two models can be tailored to a variety of programs in order to reach student bodies with similar access barriers.

### THE HIDDEN MODULE: CONFRONTING INEQUITY, DECOLONIZATION, AND PRIVILEGE IN TWO DIVERSE SHORT-TERM STUDY ABROAD PROGRAMS IN UGANDA

#### SALON H

**CHAIR:** Mieka Smart, *Johns Hopkins University*

**PRESENTERS:** Amber Churchwell, *Colby College*; Teddy Ruge, *Raintree Farms*; Laura Seay, *Colby College*

This session includes a panel featuring perspectives from a student, faculty member, and program partner as they mine experiences from two programs in Uganda to achieve the following learning objectives/goals: 1. Explore methods to facilitate conversations about inequity, privilege, and anti-oppression. 2. Identify challenges of diverse study abroad programs, including handling prejudice, cultural insensitivity, and misunderstandings of participants. 3. Discuss the impact of reflection during diverse study abroad programs on student learning.

### IDENTITY IN FOCUS: SHIFTING ADVISING PRACTICES TOWARD A MORE DIVERSE AND INCLUSIVE STUDENT EXPERIENCE

#### SALON I

**CHAIR:** Julia Pons, *CIEE*

**PRESENTERS:** Meredith Connelly, *Tulane University*; Mary Morrissey, *CIEE*

As the field of international education increasingly focuses on diversity and inclusion, advisors and peer educators must do more than encourage diverse applicants to simply apply. Professionals must provide support and resources designed for underrepresented demographics to facilitate successful transitions abroad. This presentation addresses prevalent issues in designing content-based predeparture services for underrepresented students including intersectionality, impact of location and identity on student experience, and potential difficulty from a position of privilege. Participants will also discuss ways students can best contextualize their unique identities and challenges within the confines of their host country and culture.

## TONIGHT’S ANNUAL CONFERENCE RECEPTION AT THE ELLIS ISLAND NATIONAL MUSEUM OF IMMIGRATION







THURSDAY, NOVEMBER 7 (CONTINUED)

## 3:45 P.M. – 5:00 P.M. CONCURRENT SESSIONS

### WASHINGTON UPDATE

#### SALON F

**CHAIR:** Ilir Zherka, Alliance for International Education

After a tumultuous political year, during which immigration issues continued to drive national debates, the race for presidency is in full swing. Join us as we discuss the latest changes to immigration policy and share where presidential candidates stand on critical issues of importance to the exchange community. We will also discuss the growing effort to ensure that Americans understand the positive impact of exchange programs on local communities in the U.S. As part of the latter issue, we will address the question, “How can sponsors and facilitators involve greater numbers of urban and inland students in international exchange programs?”

### CREATING A GLOBAL CAMPUS FOR MINORITY SERVING INSTITUTIONS – IMPROVING ACCESS TO INTERNATIONAL EDUCATION

#### SALON G

**CHAIR:** Ruby Maddox, Leaders of the Free World

**PRESENTERS:** Tamara Cunningham, New Jersey City University; Walla Elsheikh, Birthright AFRICA; Lavar Thomas, Leaders of the Free World; Timothy White, New Jersey City University

New Jersey City University (NJCU), Leaders of the Free World (LFW), and Birthright AFRICA will discuss their work and offer insights on how colleges and universities can partner with organizations to leverage opportunities nationally and globally. This session will be an interactive group session for participants to brainstorm what a partnership and plan might look like. Participants will have the opportunity to articulate institutional partnership goals and identify potential opportunities and strategies for improving access to international education. Participants will come away with ideas they can apply to their institutions.

### IMPACT GLOBALLY, STRATEGIZE INCLUSIVELY: ENHANCING ACCESS FOR STUDENTS WITH DISABILITIES

#### SALON H

**CHAIR:** Monica Malhotra, Mobility International USA

**PRESENTERS:** Johilenny Meran, New York University College of Arts Alumna; Morgan Reiss, CIEE

The commitment to provide students from diverse backgrounds, including students with disabilities, the opportunity to study abroad raises many questions. Among those, how can institutions ensure effective and efficient inclusion for all students at all stages of a program? Program growth brings a diversity of participants and the need to plan inclusively. This session will look at how education abroad professionals can build a foundation of support for students with disabilities from recruitment to re-entry, to continue attracting students with disabilities to international exchange and ensure their experience is on par with other students.

### START IN THE MIDDLE: ON-SITE TO RE-ENTRY & BACK TO MAXIMIZE STUDENT LEARNING

#### SALON I

**CHAIR:** Ann Lutterman-Aguilar, Augsburg University

**PRESENTERS:** Ann Hubarrd, AIFS; Lisa Loberg, Loyola Marymount University

This interactive session starts with the premise that study abroad educators need to begin in the middle – on-site and re-entry – to more effectively achieve desired study abroad learning objectives. Using research and theoretical frameworks, presenters will introduce practical ideas to help students maximize their intercultural and career-related learning. These include both on-site and re-entry activities for intentional interventions and reflection. Presenters will share impactful strategies and techniques that can be adapted to any setting. Participants will depart with materials and ideas for immediate implementation.

## 3:45 P.M. – 5:00 P.M. BREAKOUT SESSION

### HEALTH, SAFETY, & SECURITY OFFICE HOURS

#### COBBLE HILL

**FACILITATORS:** CIEE Health, Safety, & Security team

Bring your questions, concerns, and thoughts to the CIEE Health, Safety & Security team during our office hours. Have a question about campus safety in Prague? Internship placements in Santiago? Traveling with medications in Japan? We'll be on hand to discuss CIEE's policies, data, and experiences. Stop by for a 10-minute consult on any health, safety, and security issue on your mind.

7:00 P.M. – 9:30 P.M.

## ANNUAL CONFERENCE RECEPTION

ELLIS ISLAND NATIONAL  
MUSEUM OF IMMIGRATION



Sail past Lady Liberty and into an important piece of American history at the Ellis Island National Museum of Immigration. From the late 19th century until the 1950s, Ellis Island was the port of entry to the United States for tens of millions of passengers. Enjoy drinks and hors d'oeuvres with your colleagues while exploring exhibits of historical artifacts and stories of Ellis Island's “unsung” immigrants.

#### TRANSPORTATION SCHEDULE

- 5:30 P.M. Bus departure from Marriott to Battery Park
- 6:30 P.M. Security & ferry boarding
- 7:00 P.M. Ferry arrives at Ellis Island
- 7:30 P.M. 2nd Ferry to Ellis Island - security & ferry boarding
- 8:30 P.M. Early ferry departure to Battery Park\*
- 9:30 P.M. Board ferry & depart for Battery Park\*

\*Transportation back to the New York Marriott at the Brooklyn Bridge will be provided.

# SCHEDULE OF EVENTS

## FRIDAY, NOVEMBER 8

7:30 A.M. – 1:00 P.M.

REGISTRATION AND WELCOME DESK

PROMENADE FOYER



8:30 A.M. – 1:00 P.M.

EXHIBIT HALL

PROMENADE &  
SALONS D-E FOYER



8:30 A.M. – 10:00 A.M.

### CIEE BREAKFAST

SALONS D-E



Learn how CIEE and the Academic Consortium Board are working together to develop programs to increase access to study abroad. You'll hear from CIEE alumni who will share their experiences as Frederick Douglass Global Fellows, a Global Intern, Entrepreneur Lab alumnus, and a CIEE semester participant. Each will summarize the transformational effects the program had on both their personal and academic lives.

## 10:15 A.M. – 11:30 A.M. CONCURRENT SESSIONS

### LOW BUDGET SOLUTIONS FOR HIGH IMPACT RESULTS: STRATEGIES FOR IMPROVING ACCESS

SALON F

**CHAIR:** Natalie Mello, *The Forum on Education Abroad*  
**PRESENTERS:** Stephanie Tilley, *Prairie View A&M University*; Leslyn Tonge, *University of the Virgin Islands*

How can the field of education abroad address the needs of Minority Serving Institutions (MSIs), Historically Black Colleges and Universities (HBCUs), and Tribal Colleges and Universities (TCUs) as they strive to increase study abroad participation? How can one-person offices improve study abroad recruitment efforts? How does one find resources that specifically address the needs of MSIs, HBCUs, and TCUs as they engage in global education? The Forum on Education Abroad convened a working group specifically to address these questions. In this session, presenters will discuss the working group's charge, progress, what was learned, as well as examples from two institutions that have approached these issues.

### INTERNATIONAL STUDENTS STUDYING ABROAD: ADAPTING TO A NEW REALITY SALON G

**CHAIR:** Luísa Castro Caldas, *CIEE*

**PRESENTERS:** Nigel Cossar, *University of Pennsylvania*; *University of Pennsylvania students*

According to the 2017 Open Doors Report, in the past decade more and more international students are studying at U.S. universities and taking part in study abroad programs. This new reality is impacting how professionals in the field address the expectations of students' needs, leading to a reformulation of working habits and procedures. In this session, presenters will address the need to acknowledge and understand this trend (Open Doors does not have specific data around this group of students), and identify tools that will help educators better serve these students, while embracing the diversity, richness, and learning opportunities they bring to the student body.

### INTERCULTURAL COMPETENCY AT THE INTERSECTION OF VIRTUAL SPACES AND EXPERIENTIAL LEARNING SALON H

**CHAIR:** Terra Gargano, *American University*

**PRESENTERS:** Sam Franco, *American University*; Melissa Sinclair, *American University*; Julia Zeigler, *American University*

This session will identify how virtual-mediated learning combines with professional experiences to influence the development of intercultural competency among military-affiliated graduate students, an overlooked student population. What tools, technologies, and best practices can institutions employ to help ensure diverse voices feel engaged and supported in their pursuit of international education? This session will apply a critical lens and student perspectives, while giving participants tangible ways to foster an inclusive community. Through an examination of how one institution is expanding graduate program options in order to create inclusive environments for its active duty and veteran student populations, participants will have an opportunity to consider their respective student populations and ways they can foster inclusivity in curricular and co-curricular programming.

### PASSPORT TO ENGAGEMENT: ILLUMINATING THE WAY FOR UNDERREPRESENTED STUDENTS IN STUDY ABROAD, HIGHLIGHTING BUSINESS-STUDENTS CASE STUDY SALON I

**CHAIR:** Lee Armstrong, *University of Cincinnati*

**PRESENTERS:** Valda Bronston, *University of Cincinnati*; Selena Drake, *University of Cincinnati*; Pierre James, *University of Cincinnati*

At the University of Cincinnati, a large public research university, various units have made strides in supporting and engaging traditionally underrepresented student populations in international experiences. Since the creation of the Business Fellows Canada program, 36% of underrepresented students studying business go on to participate in another study abroad experience as an upperclassman. Presenters will discuss strategies used to create a culture of study abroad. Attendees of this session will: identify barriers to racially diverse students participating in study abroad; understand strategies undertaken by various units at University of Cincinnati to increase underrepresented student participation; and determine action steps to increase participation of underrepresented students.





FRIDAY, NOVEMBER 8 (CONTINUED)

11:45 A.M. – 1:00 P.M.

## CONCURRENT SESSIONS

### MOBILE AND APP-NATIVES: REDEFINING LEARNING STRATEGIES AND CUSTOMIZING EXPERIENCES FOR AN ENTREPRENEURIAL iGENERATION

#### SALON F

**CHAIR:** Francisco Diez, CIEE

**PRESENTER:** Kevin Morrison, Macalester College

Technology has undoubtedly changed the way students communicate and interact in today's world as the iGeneration is the most tech-savvy of all to date. Since the iGeneration is fully immersed in a multi-tasking world, U.S. study abroad professionals and international field staff recognize the need to identify and articulate a new set of strategic practices that may help embrace technology as a way to redefine international education. In this session, presenters will discuss different approaches and best practices to accommodate the needs of a digital-born generation while considering the importance of maintaining quality-based analog interactions.

### IT TAKES MORE THAN ONE OFFICE: WORKING COLLABORATIVELY TO PROMOTE REFLECTION AND INTENTIONALITY IN EDUCATION ABROAD

#### SALON G

**CHAIR:** Jill Burya, Columbia University

**PRESENTERS:** Keshia Abraham, CIEE; Nick Gozik, Boston College

How do we ensure that underrepresented students feel both welcomed and challenged while studying abroad? In line with the notion of "inclusive excellence," this session will explore the ways in which reflection components can set a new tone on a program while carving out space for all students to contribute in new and meaningful ways, including those who have not historically gone abroad in large numbers. For maximum effectiveness, such work needs to be a thread throughout students' experiences, on campus and abroad, and requires collaboration among key factors. This interactive session begins with a theoretical context and then explores concrete strategies for addressing students' needs.

### BUILDING CROSS-CAMPUS COLLABORATION TO SUPPORT DIVERSE POPULATIONS ABROAD

#### SALON H

**CHAIR:** Annie Gibson, Tulane University

**PRESENTERS:** Carolyn Barber Pierre, Tulane University; Emily Capdeville, Tulane University; Paula Nicole Brooke, Tulane University

This session will focus on strategies for leveraging cross-campus collaborations to support students of diverse backgrounds throughout the education abroad process. While increasing the participation of diverse populations in study abroad is a goal shared by universities across the country, relevant faculty, staff, and administrators often work in silos to achieve this outcome. In this session, participants will conduct an audit of operations, policies, and processes to identify barriers to study abroad faced by these students, while also considering whether their unit's work is aligned with larger campus goals. They will then develop a plan to collaborate with colleagues who champion equitable access to study abroad at all levels in order to help neutralize barriers that prevent these students from accessing meaningful study abroad opportunities.

### HOLISTIC, DEVELOPMENTAL ADVISING: AN INTERACTIVE WORKSHOP

#### SALON I

**CHAIR:** Karin Chipman, Chatham University

**PRESENTERS:** Danielle Genemore, Duquesne University; Kay Greene, Arcadia University; Tuanqtip Klinbubpa-Neff, University of Pittsburgh at Johnstown

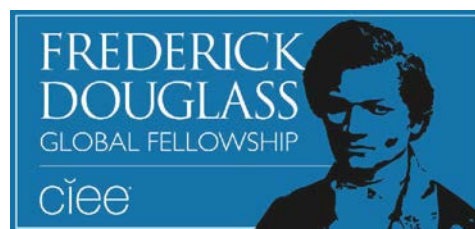
In this interactive session, presenters from a wide range of institutions will introduce holistic, developmental advising and share how this approach positions their own underrepresented students to make the most of their international experience. Case studies will center on different areas of diversity: race/ethnicity, socioeconomic status, LGBTQIA+, or students registered with their institution's disability resource center. Participants will enhance advising skills in small groups and then discuss approaches in a facilitated, large-group setting. Participants will leave with an understanding of holistic, developmental advising for underrepresented students and ways to implement this approach at their own home institution.



# SPONSORS, ADVERTISERS & EXHIBITORS

THANK YOU TO OUR 2019 SPONSORS, ADVERTISERS, AND EXHIBITORS  
FOR SUPPORTING THE FREDERICK DOUGLASS GLOBAL FELLOWSHIP,  
A SCHOLARSHIP FUND THAT ENABLES STUDENTS FROM  
MINORITY SERVING INSTITUTIONS TO STUDY ABROAD.

**LEARN MORE: [CIEE.ORG/FGDG](https://ciecee.org/FGDG)**



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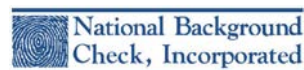




# EXHIBITORS



Part of the **ciee** family



# INCREASING STUDENT DIVERSITY IN INTERNATIONAL EDUCATION

CIEE believes that all students should be able to access the transformational experience of studying abroad. Last year we offered students more than \$10 million in scholarships and grants.

## EXPANDING ACCESS BY BRINGING DOWN COSTS

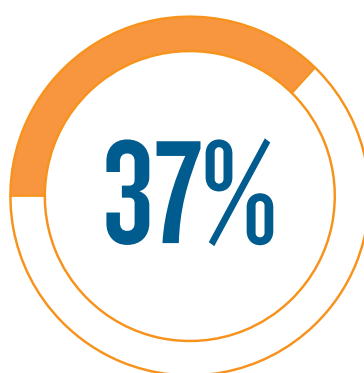
All students eligible for a Federal Pell Grant with demonstrated financial need are guaranteed a Global Access Initiative (GAIN) Travel Grant of up to \$2,000 toward airfare\*. This is in addition to program discounts for students from Minority Serving Institutions and students on Open Campus Block programs, flight vouchers for Latin America or the Caribbean programs, as well as merit-based scholarships.

Learn more: [ciee.org/SCHOLARSHIPS](https://ciee.org/SCHOLARSHIPS)

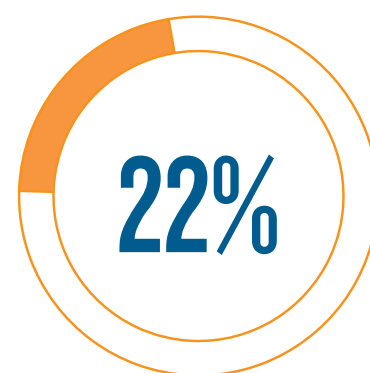
## IN THE SUMMER OF 2019 CIEE STUDENTS WERE...



25% Pell-eligible students



37% students of color



22% first-generation  
college students



Through study abroad, I began to identify and refine skills that will empower me to network anywhere in the world. I am uniquely prepared to become a confident global leader, who can inspire others to explore, and even change, the world.”

— Meghan S., Frederick Douglass Global Fellow 2017



## RECOGNIZING EXCELLENCE: FREDERICK DOUGLASS GLOBAL FELLOWSHIP



Each year, the Frederick Douglass Global Fellowship, named in honor of the African-American author, orator, abolitionist, and international statesman Frederick Douglass, is awarded to 10 outstanding students from Minority Serving Institutions (MSIs).

The prestigious award, which is underwritten through sponsorship and exhibitor fees from the CIEE Annual Conference, covers all program fees and airfare for students to participate in an intensive four-week study abroad program designed to strengthen each student's leadership and intercultural communication skills.

### To be eligible for the Frederick Douglass Global Fellowship, applicants must:

- Be a freshman or sophomore attending a MSI
- Be Federal Pell Grant eligible
- Have a minimum GPA 3.00
- Be a U.S. citizen, national, or permanent resident

**Applications are due February 14, 2020. Learn more: [ciee.org/FDGF](http://ciee.org/FDGF)**

## AMPLIFYING IMPACT: FREDERICK DOUGLASS SUMMER SCHOLARS

New in summer 2019, all qualified applicants for the Frederick Douglass Global Fellowship who were not selected as Fellows were awarded a \$1,500 Frederick Douglass Summer Scholar grant they could use toward select summer programs. More than 60 students used this financial support to take part in programs in Amsterdam, Barcelona, Berlin, Paris, Cape Town, Shanghai, Buenos Aires, Monteverde, and the Yucatan.

## PARTNERING WITH MSIs: SUMMER SCHOLARS MATCHING GRANTS

Thanks to the bold commitment of 18 presidents of MSIs, in the summer of 2019 more than 40 MSI students had their \$1,500 Frederick Douglass Summer Scholars grant matched by their institution enabling them to study abroad.

# CLEARING THE CURRICULUM HURDLE FOR STEM AND BUSINESS MAJORS

**26% of students studying abroad are  
STEM majors\***

- ☪ CIEE offers more than 70 short-term and semester STEM program options
- ☪ Our 40 direct enroll programs at top-tier college and universities around the globe offer students STEM courses in English or the host language
- ☪ Nearly 20 STEM-intensive programs offer students research opportunities, field studies, and internships at leading companies and NGOs
- ☪ 23 new STEM and psychology courses have been added to the Open Campus Block program, some offering critical lab components

## **SPOTLIGHT: Monteverde, Costa Rica**

Home to the Monteverde Cloud Forest Reserve and countless butterfly species, Monteverde is the ideal location for STEM students to take their studies abroad. And CIEE's new eco-friendly Global Institute is just the place to do it.

Our site sits on 150+ acres of premontane rainforest. There is a wet lab to support biology and chemistry lab work, an updated computer lab, classrooms, dorms, a dining hall, and an open-air classroom.

This is a campus unlike any other – and the ideal place for students conducting research and pursuing coursework in science and sustainability.

**[ciecee.org/STEM](https://ciecee.org/STEM)**



As more and more STEM and business majors study abroad, CIEE continues to expand program and course offerings for these disciplines.

## 18% of students studying abroad are Business majors\*

- ☪ CIEE offers more than 75 short-term and semester business program options
- ☪ Nearly 60 programs offering business courses at AACSB & EQUIS-Accredited host institutions
- ☪ Part- and full-time academic internships for business students offered at 30 CIEE sites
- ☪ 19 business-focused programs around the globe from Barcelona to Shanghai

### SPOTLIGHT: Entrepreneur Lab (eLab)

Berlin and London are two of Europe's most vibrant business ecosystems – which is why our eLab programs are offered there.

Entrepreneurship is on the rise among college graduates and CIEE is bridging the gap between concept and launch. Students choose from six-week intensives, immerse themselves in dynamic business environments, and learn the tenets of successful start-ups.

Recent graduates and working professionals launch their start-up dreams here.

[ciecee.org/BUSINESS](https://ciecee.org/BUSINESS)

\*2018 Open Doors Report on International Education Exchange

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### Application Deadline:

**March 3, 2020:**

For overseas programs that start May 2020 - April 2021

**October 1, 2020:**

For overseas programs that start December 2020 - October 2021

Learn more and complete the application at [GilmanScholarship.org](http://GilmanScholarship.org)

Contact us at [Gilman@iie.org](mailto:Gilman@iie.org) or visit [gilmanscholarship.org](http://gilmanscholarship.org) for additional information.

The Benjamin A. Gilman International Scholarship Program is a program of the U.S. Department of State with funding provided by the U.S. Government and supported in its implementation by the Institute of International Education (IIE).



# Benjamin A. Gilman International Scholarship

The U.S. Department of State's Benjamin A. Gilman International Scholarship Program is reshaping study abroad to make it more accessible and inclusive for high achieving American students who represent the rich diversity of the United States to study or intern around the world. Since the program's creation in 2001, over 1,300 U.S. institutions have sent more than 30,000 Gilman Scholars to 150 countries. Recipients are awarded up to \$5,000 (or up to \$8,000 for the Gilman Critical Need Language Award) to be used toward the cost of study abroad or internships abroad.

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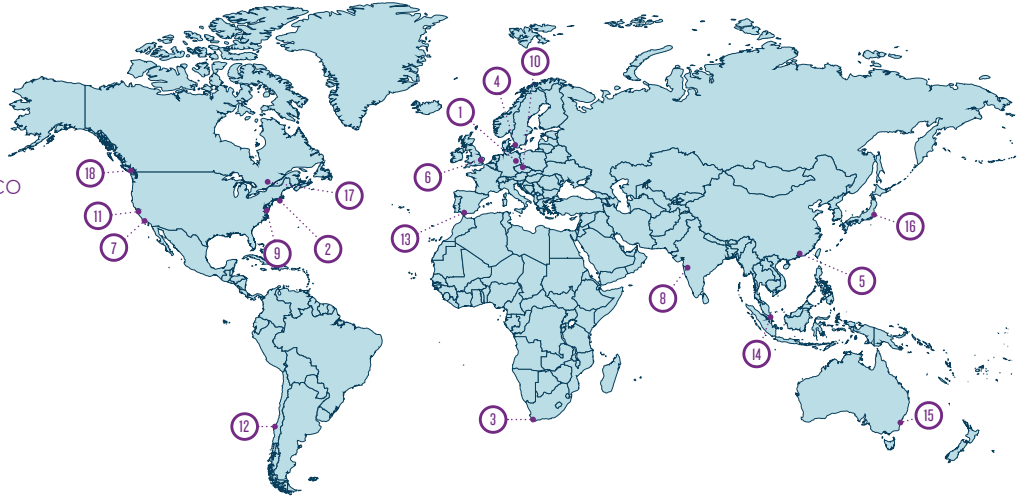


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We are forever grateful for his  
17 years of service, leadership, and guidance to CIEE!



## **ROBERT E. FALLON, MBA**

PRESIDENT AND CEO, PHOSPLATIN THERAPEUTICS LLC

*Chair, CIEE Board of Directors*

Robert E. Fallon has served on CIEE's Board of Directors for over 17 years, nine years as the Board Chair. He is president and chief executive officer of Phosplatin Therapeutics LLC, a private biotech company developing the “phosphaplatin” family of anti-cancer compounds. Previously, he served as adjunct professor in finance and economics at Columbia Business School.

A career international banker, Robert lived in Asia for 31 years, initially working for Citibank in Hong Kong and later serving as Asia-Pacific division head at JPMorgan Chase. Subsequently, he served as chairman and CEO of Korea Exchange Bank, holding the distinction of being the first non-Korean to chair a Korean public company.

Robert travels widely and speaks often on Asian economic and business matters. He is a member of the Council on Foreign Relations, former director of the Japan and Korea societies, trustee emeritus of the Ohio University Foundation, and a professional fellow of the Center on Japanese Economy and Business at Columbia University. For three years, Robert served as a Peace Corps volunteer in Western Samoa. In addition, he served on the advisory boards of many organizations, including the Korea Economic Institute, Deutsche Bank AG, and Euromoney PLC.

Robert holds a master's degree in business administration from Harvard Business School and a bachelor's degree from Ohio University.

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