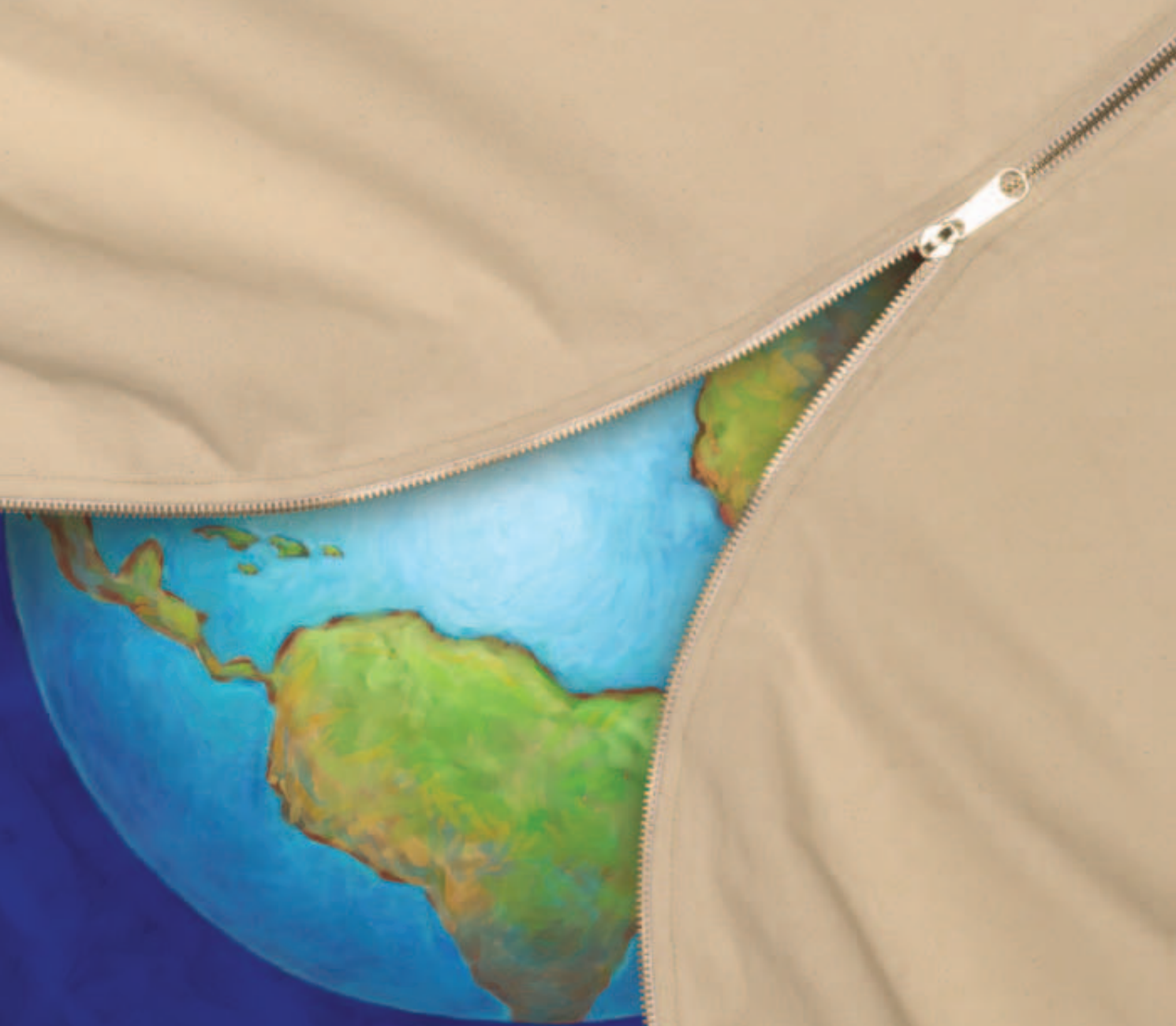


SPRING 2011

# VITAE

CONNECTING  
VALENCIA AND  
THE COMMUNITY



DISCOVERING  
NEW FRONTIERS

# VITAE

Rooted in the Latin word for “life,” vitae (vee-tay) means: the course of one’s life or career; a short account of a person’s life; a résumé. Because the purpose of this magazine is to keep you connected to Valencia, the title Vitae reflects the collective résumé of alumni, faculty, staff and students who have proudly walked through our doors.

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The Valencia Alumni Association provides opportunities for lifelong personal, educational and professional growth for alumni and students of Valencia Community College.

Valencia is a member of the Florida College System.

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## Vitae Takes Top Prize in National Competition

In February, the 26th Annual Educational Advertising Awards sponsored by Higher Education Marketing Report announced that the 2010 Summer/Fall issue of Vitae magazine won a gold award for exceptional quality and creativity in the category of “External Publication—Schools with 20,000 or More Students.” The Educational Advertising Awards is the largest competition of its kind in the country and includes private and public colleges throughout the U.S. Vitae’s competition included publications from Purdue University and Harper College in Illinois.



Shanghai, China  
Photo courtesy of Deymond Hoyte



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# valencia NEWS

## Watch for “Valencia College” to Appear on Resumes Everywhere

Valencia Community College will soon be known as Valencia College after trustees approved President Sandy Shugart’s recommendation to rename the school to more accurately convey its mission and program mix, including the addition of baccalaureate degrees.

The president stressed that the college remains committed to its core principles of an “open door,” affordable tuition, and learning-centered philosophy for which it has become known as one of the best community colleges in the nation. Valencia produces more associate

degree graduates than any two-year college in America.

The new name is considered a better fit for the role Valencia plays in educating the majority of Orange and Osceola county high-school graduates. In fact, more than twice as many local high school graduates enroll at Valencia than at all public universities in the state combined.

The college’s highly successful guaranteed transfer program into UCF, known as DirectConnect, has also turned Valencia into a sought-after college destination for many students. More than 20 percent of UCF’s upper division is made up of Valencia transfers with many in the pipeline, thanks to the seamless transition.

## Bachelor’s Degrees Come to Valencia

Valencia launches its own bachelor’s degree programs for the first time in its history this fall, with electrical and computer engineering technology and radiologic and imaging science. They add to an already strong presence of bachelor’s programs offered through UCF’s regional campus at Valencia. They also are in high demand by Valencia students and lead to well-paying jobs in stable industries—health care and high technology.

Similar bachelor’s degrees had been offered by the University of Central Florida until July of 2009, when budget cuts forced the university to eliminate the programs.

The B.S. in Radiologic and Imaging Sciences will offer concentrations in Computed Tomography,

Magnetic Resonance Imaging and Quality Management. The degree will primarily be offered through online courses for the flexibility they offer to working health-care professionals. The program aligns with associate degree programs in Diagnostic Medical Sonography and Radiography already offered by Valencia.

The B. S. in Electrical and Computer Engineering Technology will have concentrations in Computer Systems, Electrical/Electronic Systems and Laser and Photonics. It aligns with the A.S. in Electronics Engineering Technology and the A.A. in Engineering. The curriculum prepares graduates for engineering occupations related to electrical/electronics, computer systems, digital electronics, digital and wireless communication and lasers and optics.





Richard Gair in Israel, 2008

## Really Distant Distance Learning

Professor and Holocaust scholar Richard Gair will be taking a group of students to Poland in June for a tour of the major Holocaust sites. Auschwitz-Birkenau, Treblinka, Warsaw and Krakow are part of the itinerary for which students will earn college credit.

## Valencia Professor to Influence National Nursing Policies

Linda Speranza has been appointed to the National Advisory Council on Nurse Education and Practice, a Washington, D.C.-based group that advises the Secretary of the U.S. Department of Health and Human Services and the U.S. Congress on policy matters related to nursing education, the nursing workforce and improving nursing practice.

In addition to teaching full-time at Valencia, Speranza practices part time in emergency departments and in private practice. She also co-authored a book aimed at teens, "Heads Up: Successful Strategies for Planning a Career in Health Care."

## It's All About Trust, or Lack Thereof

For the past 10 years, the PR firm Edelman has released a global trust and credibility survey, called the Trust Barometer, at the World Economic Forum in Davos, Switzerland. The Trust Barometer is the leading global survey of trust in business, government, media and NGOs.

Valencia will host the report's local release with an invitation-only dinner for community leaders on March 22 followed by a breakfast on March 23. Matt Harrington, the president and CEO of Edelman U.S., will be there to present the 2011 findings.

Overall, the report states that Americans' trust in business to do the right thing fell by eight points to 46 percent, ahead of trust in government which fell by six points to 40 percent.

A link to the study can be found here: [www.edelman.com/trust/2011/](http://www.edelman.com/trust/2011/).

# NEWS

Valencia News keeps you connected with the latest college news, features and events at [valenciacc.edu/news](http://valenciacc.edu/news).



## Cutting the Environmental Cost of Commuting

How can a large commuter college reduce its carbon emissions?

Valencia facilities staff sought to answer that question in January of 2010 when it enlisted the help of sustainability consulting firm Eco Asset Solutions.

The result: a decades-long, ambitious proposal that seeks to reduce the carbon imprint of 1.85 million-square-feet of campuses and 67,000 people.

Using ideas that came from the employees and students themselves, the proposal outlines dozens of

strategies including increasing the number of virtual meetings for staff; creating a compost pile for food waste; launching an online program to match up carpool participants; and starting an inter-campus shuttle program.

The proposal's stated goal is to reduce the college's carbon emissions by 10 percent by 2015, 25 percent by 2025, 45 percent by 2040 and 85 percent by 2060.

Valencia has committed to achieving climate neutrality as a signatory under the American College and University Presidents' Climate Commitment. Valencia is one of more than 650 colleges and universities that have committed to measure and

report greenhouse gas emissions and devise an action plan to reduce their carbon footprint.

Existing sustainability efforts have already helped the college increase efficiency and reduce costs. For example, the installation of high-efficiency chillers has resulted in significant savings on cooling bills; using native species for landscaping has reduced water consumption by millions of gallons; and a three-year recycling program has diverted 350 tons of waste from local landfills.

# valenciaEVENTS

## APRIL

### April 2 - A Taste for Learning

7 p.m.–10 p.m.

Rosen Shingle Creek

Wine-tasting fundraiser for student scholarships.

[www.valencia.org/taste](http://www.valencia.org/taste)

### April 5 - Voices of Valencia Concert

7:30 p.m.

East Campus Performing Arts Center

Voices of Valencia, our community chorus, shines on our stage.

Admission is free.

### April 6–10 – Winning Play of the 20th Annual Florida Playwright Competition

April 6, 7, 8 & 9 at 7:30 p.m.

April 9 & 10 at 2 p.m.

East Campus Black Box Theater

Tickets: \$10 general admission; \$8 students, faculty/staff, alumni and seniors.

Box Office: 407-582-2900

### April 7 - Spring Symphonic/Jazz Band Concert

7:30 p.m.

East Campus Performing Arts Center

Admission is free.

### April 9 - Run, Walk & Roll 5K Race

6 p.m.

West Campus

Annual race for scholarships.

[www.frontrunningsports.com](http://www.frontrunningsports.com)

### April 12 - Spring Choral Concert

7:30 p.m.

East Campus Performing Arts Center

Spring is in the air with our Show Choir and the Valencia Singers.

Admission is free.

### April 15-May 20 - Annual Juried Student Exhibition

Opening reception at 6:30 p.m. on April 15.

Anita S. Wooten Gallery, East Campus

A showcase of new works by Valencia's fine arts and graphics students.

Admission is free.

### April 16 – Nursing Program 40th Anniversary Celebration

6 p.m.–10 p.m.

Nursing alumni reunion with hors d'oeuvres and pasta bar.

\$25 per person

[www.valenciacc.edu/alumni](http://www.valenciacc.edu/alumni)

### April 22 & 23 - Spring Opera-Theatre Workshop

7:30 p.m.

East Campus Performing Arts Center

Opera and musical-theater students will perform a one-hour version of Leonard Bernstein's masterpiece "Candide," followed by scenes from classics such as "Hello Dolly" and contemporary pieces such as "Wicked," "Next to Normal" and "The Color Purple."

Admission is free.



Photo courtesy of Kevin Abel

Scene from "Carousel," October 2010.

## MAY

### May 7 - 42nd Commencement

Silver Spurs Arena, Kissimmee

Admission is by ticket only.

## JUNE

### June 9–19 - A Midsummer Night's Dream

June 9, 10, 11, 16, 17 & 18 at 7:30 p.m.

June 12 & 19 at 2 p.m.

East Campus Black Box Theater

The perfect summer fare: light, funny, mystical and magical.

Tickets: \$10 general admission; \$8 students, faculty/staff, alumni and seniors.

Box Office: 407-582-2900

**June 17–August 5 - Friends of Anita S. Wooten  
Gallery Exhibit**

Opening reception at 6:30 p.m. on June 17.  
Anita S. Wooten Gallery, East Campus  
A re-dedication and memorial exhibition commemorating the life and work of gallery curator and artist Anita Wooten. Featuring selected works by Anita and her close friends Robert Rivers, Victor Bokas, Cicero Greathouse, Que Throm, Michael Galletta, Nancy Jay and others.  
Admission is free.



# JULY

**July 15–16 - Valencia Dance Theatre  
Summer Repertory Concert**

8:00 p.m.  
East Campus Performing Arts Center  
Valencia's resident dance company, Valencia Dance Theatre, in a joint production with the Valencia Summer Dance Institute—our free summer dance program for high-school students—plus faculty and guest artists.  
Tickets: \$8 for general admission, \$6 for students, alumni, faculty, staff and seniors.  
Box Office: 407-582-2900

# OCTOBER

**Month of October - Valencia Homecoming Month**  
Visit [www.valenciacc.edu/alumni](http://www.valenciacc.edu/alumni) for month-long events.

A Midsummer Night's Dream, act IV, scene I.  
Engraving from a painting by Henry Fuseli, published 1796.



## Stretch your legs – and scholarship funds.

Join in as those of all ages and physical abilities come together for the Alumni Association's annual Run, Walk and Roll to raise scholarship funds for Valencia students. Participants and guests can also enjoy refreshments and children's arts and crafts activities.



### Valencia 5K Run, Walk & Roll

**Saturday, April 9, 2011**

In Memory of Justin Harvey  
– Former Alumni Association Board Member

#### Valencia's West Campus

1800 S. Kirkman Rd., Orlando, FL

**5 p.m. Registration**

**6 p.m. Race begins**

*Free kids fun run after the race*

[www.valenciacc.edu/alumni](http://www.valenciacc.edu/alumni)

# CHANGE YOUR WORLD VIEW

*Study abroad boosts student confidence and job prospects*

*by Luis Zaragoza*



Students looking for a leg-up in the job market—and in life—should consider doing something bold:

Get out of the country.

For a while, at least.

Through existing programs and faculty-led projects, Valencia students already have been to places such as Denmark, Brazil and the Dominican Republic.

But to give more students the chance to break away, Valencia is busily developing a wider array of study-abroad opportunities.

Here's why: Spending time immersed in a foreign culture can have a profound effect on students' lives and influence career choices, educators say. Experiencing foreign customs and languages, they add, gives students a wider perspective on the world.

That deeper knowledge is important because if the United States is to remain competitive in the world economy, it needs

college graduates who can relate in a genuine way to people from many different cultures, educators say.

Study abroad helps students “learn to appreciate and value different ways of doing things,” says Jennifer Robertson, director of Valencia's Study Abroad and Global Experiences program, or SAGE.

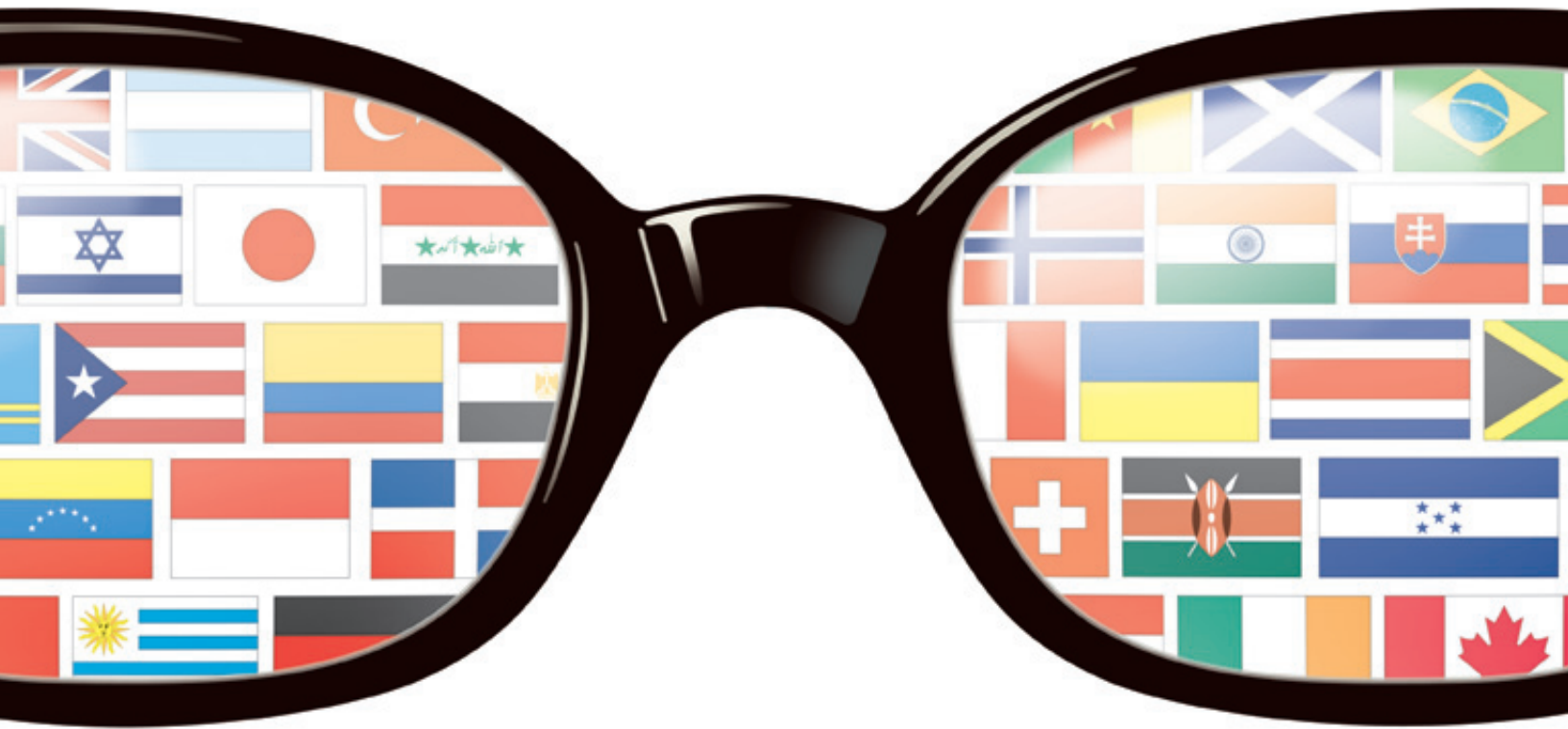
#### **Life-changing experience**

Robertson knows firsthand how study abroad can influence your life.

She traveled to Mexico as a girl and developed a love for Spanish. This inspired her to study Spanish in college and later teach Spanish and English as a Second Language. She would eventually land in Puerto Rico, where she founded and ran a language school for seven years.

She came to Valencia in 2001 to start the Center for Global Languages, which is now a





division of the college's continuing education arm. It would become one of the largest programs in the sprawling division.

Late in 2010, she was chosen to run SAGE and is working with a 21-member advisory board of faculty and administrators to expand college-based offerings and refine policy. Currently, short-term study abroad programs are developed by faculty members. The college collaborates with other agencies and schools to provide longer-term programs that can lead to academic credit.

#### **Real-life learning**

Among those partner agencies is Community Colleges for International Development, Inc., or CCID. The Iowa-based agency coordinates study-abroad programs for colleges across the country. It has a Community College Initiative Program with a focus on involving underserved young adults.

Valencia Professor Lana Powell, who teaches business, has participated in faculty-driven foreign travel and collaborated with CCID to lead groups of students in two-week study programs in Denmark.

In recent years, she also has accompanied Valencia students to the Dominican Republic for service-oriented trips co-sponsored by the college and the Catholic Diocese of Orlando. Their time there was spent helping the impoverished people of the island nation.

While in the Dominican Republic, students lived in the remote mountain village of La Cucarita. They had to learn to cope with a scarcity of such basics as electricity and drinkable water.

"Some of the students were almost in tears seeing the conditions people were living in," Powell said.

For instance, local water systems operated for only a short time each day, forcing

residents to grab what they could while the taps were running. Whatever jug or basin was handy was put into use. They would then have to sterilize and filter the water to make it drinkable.

The taps didn't necessarily run every day. If no water was left over from the previous day, residents would have to trek miles on foot to find a working spigot and then haul the heavy liquid back home.

Such ordeals gave students a better appreciation of what they have back home, Powell said.

#### **Taking action**

On their return from the Dominican Republic, some of the students took action to raise money to help make life better for their former hosts.

Vanessa Hornedo, when she was a student here, sold her handmade jewelry at two



Lana Powell, a Valencia business professor (second from left, bottom photo), led a study abroad trip to Denmark last year, while Richard Sansone, a professor of Portuguese (bottom left, top photo) is shown with a group he accompanied to Brazil recently.



lectures in ways she couldn't have imagined beforehand.

"I hardly ever have a class where I don't throw out one of those experiences," Powell said.

### Communication

A trip to Colombia while a student at Rollins College "changed my entire outlook on my life and career," said Richard Sansone, a professor of Portuguese at Valencia who has led student trips to Brazil.

Total immersion is invaluable in learning a language, since it's not all about the words, Sansone said.

Studies have shown that as much as 70 percent of communication is nonverbal, he said.

An example: Nodding your head in the U.S. means yes, while the same gesture in Italy means no. Students are more likely to pick up on those nuances by interacting with native speakers, he said.

Sansone requires students on his trips to conduct interviews with local residents. Students pick up valuable information on the locals' interests in sports and other leisure activities, and they can observe and hopefully

absorb other subtleties of language such as tone and inflection.

Students who can steer themselves through a foreign land acquire a degree of confidence that will serve them well in their future careers, Sansone said.

"Many of the students have never been in a situation where they can't relate to people in their native language," Sansone said. "That's why I insist that they truly engage. This is not tourism. I tell them to take off their U.S. glasses and put on Brazil glasses. It works. These students open up like flowers."

Robertson says students who study abroad come to appreciate the value of learning another language.

"The job market is extremely competitive," Robertson said. "Having a second language gives you an advantage over the rest."

Which country students choose to study in depends on their interests, she added.

"If you're interested in business, you might want to go to China," she said, noting the emergence of the powerhouse economy. "If you're into art, you might want to go to Italy."

In Florida, learning Spanish or Portuguese presents "huge opportunities," Robertson said, referring to the two dominant languages in Latin America.

Yet another reward of study abroad is that students develop a greater appreciation for the diversity of American culture, said Powell, who as a student at Stetson University spent time in Italy, the Netherlands and France.

In fact, study abroad "changes your worldview," Sansone said. "You become a better global citizen." ■

public events to raise money.

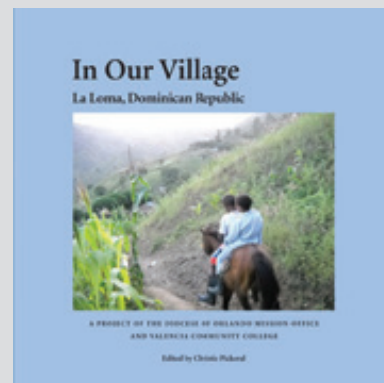
Hornedo also was among the students who wrote a book, "In Our Village," about the La Cucarita community. The book serves as a fundraising tool. The money raised goes toward scholarships for students in the area.

Since local students can't get more than an eighth-grade education near home, they have to move away at a young age to further their educations.

The work of Hornedo and others illustrates how some students develop what can be lifelong bonds with people they befriend abroad.

Back home, as an instructor, Powell has found that her experiences abroad fortify her

"In Our Village: La Loma, Dominican Republic," was edited by professor Christie Pickeral and written by a group of Valencia students about the lives of the people they met while hosting youth summer camps in the mountainous regions of the Dominican Republic. The book features photography taken by Dominican children with donated Nikon cameras, which becomes the heart of the book. Copies are available for \$20 at any Valencia bookstore or through the Diocese of Orlando Mission Office, with proceeds going toward scholarships for the children.



# FAQs

## STUDY-ABROAD PROGRAMS



**Q: What options do I have to study abroad?**

**A:** Valencia offers four options:

1. Short-term, faculty-led programs for which you must enroll in a course that has a study-abroad component during spring, winter or summer break.
2. Semester programs in which you study for a summer or semester abroad through another institution or organization.
3. Service Learning Programs in which you volunteer to work on a specific project in a foreign country.
4. Student exchanges in which you go overseas for a period of time and the other educational institution sends a student to Valencia for the same period of time.

**Q: What does “short-term program” mean?**

**A:** Generally a program that is four weeks or less. It is led by a Valencia faculty member and it is part of a course for which you must register.

**Q: Where can I go?**

**A:** You can study in more than 45 countries, plus the U.S. Territories of Puerto Rico, Guam and U.S. Virgin Islands.

**Q: How far ahead should I start planning my trip?**

**A:** It is best to start at least one year out, especially if you are planning to use your financial aid or if you are applying for a scholarship.

**ELIGIBILITY AND REGISTRATION:**

**Q: How do I become eligible to join in a study-abroad program?**

**A:** For a short-term program, you must have a 2.0 GPA if you are receiving a scholarship from the college. In semester programs, requirements differ depending on the program. In general, the minimum GPA is 2.5. Some programs have language requirements. These programs want students who are mature, flexible and have a strong personal commitment to studying abroad. Students are selected after careful review of an application, personal essay, letters of recommendation and transcripts. If you have never studied abroad before, and you are a little hesitant about it or you don't have the money, you might want to try a short-term program first.

**Q: Can I study abroad for my own enrichment rather than for academic credit?**

**A:** Yes. But you may have to pay for the entire trip since most scholarships are awarded to students enrolled in courses for academic credit.

**Q: Will I need a passport?**

**A:** Yes. It must be valid for six months after the program end date. Apply early.

**Q: What if I want to stay for a while. Do I need a visa?**

**A:** You may. A visa is written permission to visit a country granted by the government of that country. If you plan to study in a country for an extended period, you may need a visa. Information relating to visas may be obtained from the nearest embassy or consulate of the country concerned. Some embassies and consulates process visa requests quickly, but many do not. Your program leader or program provider will tell you what you need and how to get it.

**COST AND FUNDING:**

**Q: What do the short-term programs cost and are scholarships available?**

**A:** Costs vary depending on program location and length. Short-term programs with Valencia average about \$3,000 each.

**Q: What do the semester programs cost and are there scholarships?**

**A:** These costs can vary from \$5,000 to \$15,000 and up. You can apply for a number of scholarships which generally require a 4-week stay in one country. See the Funding Your Study Abroad Program for details.

**Q: Can I use my financial aid to study abroad?**

**A:** Yes, in many cases. It is a good idea to apply early. Early application allows your Financial Aid office to complete the review of your eligibility for financial aid and to get all of the paperwork done.

**INFORMATION:**

- *Study Abroad and Global Experiences* — [www.valenciacc.edu/international/studyabroad/](http://www.valenciacc.edu/international/studyabroad/)
- *Community Colleges for International Development, Inc.* — <http://ccid.kirkwood.cc.ia.us/>
- *Institute of International Education* — <http://www.iie.org/en>



# Dr. Sandy Shugart

## *On Foreign Travel, Bridging Cultural Differences and Taking Chances*

by Luis Zaragoza

Studying abroad is one of those special experiences that can yield lifelong dividends, says Dr. Sandy Shugart, president of Valencia Community College.

Dr. Shugart knows this from personal experience.

He's a seasoned traveler who learned to pack light while still a boy. Diving into new cultural experiences is second nature now.

Being able to relate more effectively with people from different cultures by becoming immersed in their customs and languages provides not only personal enrichment, it helps students become more competitive in an increasingly multicultural work world, he says.

Yet one of the most valuable gifts of successfully navigating a foreign land on your own is a big dose of self-confidence that can positively influence your life in unexpected ways, he says.

Here are excerpts from a conversation with Dr. Shugart about his journeys and what he's learned along the way.

### **On becoming a traveler at a young age:**

"I moved just about every year growing up. My dad was on a career path that kept him traveling quite a bit. So the family moved a lot. That experience of being a traveler was a great learning experience all by itself. It included a little more than a year of high school at a boarding school in England when I was 17."

### **What these experiences taught him:**

"Boarding school was a great lesson in cultural incompetence. A safe one. Culturally, life at an English boarding school was so alien to a teenage rebel like me that I seldom really understood what was happening around me.

"That deep immersion makes a beginner out of you. There's something wonderful about being a beginner. I knew I was a naïve traveler and had a lot to learn. It made me very, very observant, very keen to learn. Attentive consciousness is a great platform for learning. It serves me well to this day. When I travel now, I can feel that part of my brain turn on and absorb everything I see—every road sign, every advertisement, every building. You're basically in sponge mode. I still feel myself going into that mode when I go to an unfamiliar place.

"International travel has really sharpened my powers of observation. I think I'm better able to go into a big board meeting and figure out quickly what's really going on.

"Good travel experiences make anthropologists of all of us. You can develop a good tool kit for dealing with a variety of people and situations."

### **Is there an ideal time of life to travel extensively?**

"Travel affects you in different ways at different ages. But being a traveler is a great learning experience no matter what age you are."

### **Which points on the globe have you touched in your life?**

"My music and speaking life have taken me to Belgium, the Netherlands, Germany, Austria. I go to England every year or so for a sabbatical."

### **Where else would you like to go?**

"Kenya. East Africa and the Great Rift Valley. I'd like to see the African plains before they're gone altogether. I'd also like to do the Andes and explore the native culture.

"There's something about cultures forged under difficult living conditions that I find interesting. I mean the ones that didn't just survive, but thrived."

**On the value of studying foreign languages:**

“The first foreign language I learned was Latin. I studied it pretty deeply for five or six years starting in high school. Initially I did it because it was unusual. Then I fell in love with reading Latin poetry in Latin. Ovid. Virgil. It became a genuine delight to read in Latin once I got past the basics, the stage where it was all really hard work and a grind.

“German was my college second language. I don’t think I ever mastered it in college. I took it up because I had to. It was a college requirement to include foreign language classes. I majored in chemistry, so German seemed the right one to do. In two and a half years, I got to the point where I could pick up on a conversation.

“Of course, I’ve studied some Spanish. It helped me realize how much language reveals about a culture, about how its people think.”

**On the other benefits of learning a foreign language:**

“To me, a big benefit is the delight it gives people in other cultures when you speak their language, even semi-competently. It helps you make a connection. Relationships are everything when you travel. Even a decent attempt usually warms them up. They come right to your rescue and are interested in sharing their culture and language with you. I enjoy that.

“One of the great results of travel is developing self-confidence. If I had a career opportunity in Iowa, that’s just about as alien from Florida as the Dominican Republic. Either way, I have the skills and the experience to go there and make it work. Or even to see it as an adventure rather than a threat.”

**On learning the language of music:**

“I grew up in a family of musicians. My mother was a fine pianist. She had a concert life. She always taught privately. And she was a church organist for 45 years. All my siblings and I studied piano or string instruments. I was a bass player. So I grew up with music in the house all the time.

“Way back when I was nine and we were in California, my parents returned from a long weekend in Tijuana with a little \$9 guitar. I spent hours figuring out how to make it sing. I never really gave up on that. In college, I didn’t have enough money for a guitar, so I played everybody else’s until they ran me off. After I got out of college I got a job as a teacher and with the first \$350 I could put together I bought a used guitar. I played it a lot. By the time I was in graduate school a few years later, I was quite proficient.

“I played guitar off and on for years. But I didn’t really do a lot of performing until I was in my 40s, in Houston. I played in bookstores, the open mike nights at clubs and was in a good little band. When I got to Orlando, I started playing in public right away. It’s become part of who I am.”

*“Good travel experiences make anthropologists of all of us. You can develop a good tool kit for dealing with a variety of people and situations.”*

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**On his mid-life merging of music and mission:**

“Before coming out here, I went to a conference in San Francisco with my wife. It was an enrollment management conference. It was death by PowerPoint. We were supposed to attend a luncheon, but I suggested we skip it. On our way out, I heard someone tuning a guitar in the ballroom behind closed doors. I tried to peek but the doors were locked and all I could see through a crack was a really nice guitar. I said to my wife, ‘Let’s stay and get a seat up front.’ So there we were, 900 people at lunch. The organizer came out and said a college roommate who lived nearby had agreed to share a gift with us. Out comes Joan Baez. She was more beautiful than ever. Her voice was warmer than ever. She said she dropped out of college as a freshman and didn’t feel qualified to speak about student retention, but she said she could share her own journey. She just started singing, telling stories. I was transported.

“Afterward, I said to my wife, ‘You know, this is what’s been bothering me. Over the past decade, I’ve been pretty busy on the speaker circuit, getting pretty good reviews, except that not much seemed to change. Information doesn’t change people. You need to get to their emotions to change their behavior.’

“I said, ‘I think I’m feeling a call to put my music and speaking life together. Next time somebody calls me to do a speech, I’m gonna sing.’

“She said, ‘Good luck with that.’

“Sure enough, an invitation came. I told them I would do it but that I wanted to sing. They said OK. I wrote a few songs and a poem or two and did this talk that was meant to move people as well as inform them. It got a really strong reaction from people—very positive. The message was really about being yourself, being authentic, doing your best work, taking chances. It was about being human, not just competent. I discovered there are lots of people hungry and thirsty for more meaning in their work. And that started it. From then on, I’ve been all over the world.

“There’s a theory that what you really believe about yourself and the universe is ingrained, hard-wired and doesn’t change. It has to do with what you were taught as a child. Except that you *can* rewire under extreme emotion almost always. That’s what the music and poems are meant to do—reach the part of people that allows them to change what they believe.” ■

# Fly Away

*Stories from Valencia's student literary journal, Mosaic*

## Family Vacation

*by Jennifer Russo*

I don't remember the presence of my mom and dad so much, though I am certain they were there, most likely yelling at my sister and me as we fought over which side of the backseat we wanted to sit on in my dad's new, teal, company car. We loved the way it smelled though that delicious scent of "new car" would only last for so long as it would soon be tainted by the lingering of their menthol Benson & Hedges. My sister always hated the smell and would throw a fit until they cracked the manual roll-down windows. I secretly liked it. I remember the days starting off with a real country breakfast. This was new to us, biscuits and gravy and breakfast ham had replaced our usual favorite breakfast of cold pizza (we're Italian, it's normal). I remember coming back from the trip and pretending I had picked up the 'country twang' accent. That after just five days, East Tennessee had turned this blonde-haired, blue-eyed, beach bunny into a Southern belle.

We had brought back so much candy from the general stores where we ransacked those huge barrels of candy. I remember the roof of my mouth, rough from the numerous sticks of rock candy I had begged my mom to let me get, one of every color. The rainbow collection, each one tasted the same as the last.

My sister and I are the rare Florida natives that crave the cold weather. We pray each year that Puxatawny Phil will see his shadow. She's even convinced she's even seen snow up in Jacksonville, Florida. We'd gladly trade the beaches and palm trees that we've always known for the clear, musical streams shaded by trees with actual leaves. However, we've never had to shovel snow or salt the walkways. Even our parents can't complain they had to walk 10 miles in the snow to get to school – they grew up in Miami.





## Puffy Pink Coat

by Lindsay Granduke

I stared up at the menu quizzically, trying to sound out the foreign words with my mouth; my lips moved slowly, wide open, gaping like a suffocating fish. My mother patted my head, ruffled my auburn hair, which was already ruined from running through St. Peter's Square, and asked me what I wanted. I continued to stare at the menu, puzzled, and asked without looking at her why we couldn't just go to a McDonald's. There was one right down the street, and there was a second floor! She sighed heavily, with a look on her face that told me she had expected this answer, and replied coolly, "This is a once-in-a-lifetime moment, sweetie. You might never get a chance to eat breakfast in a place like this again, so tell me what you want."

Being a 9-year-old in a foreign country, I picked the only thing I knew to be universal in almost every place I was aware of at that age: chocolate milk and a donut, please. My mom translated to the peeved-looking Italian behind the counter, into very, very broken Italian, and I watched the conversation ensue. I, in the meantime, joined my still-sleepy grandmother back at our little booth in the corner.

When mom came back to the table, I was a little disappointed: the milk was not chocolate, first of all. Oh no, far from it. It was porcelain white, liquid yet almost as solid-looking as ice, and it was steamed, with honey and lemon, and they didn't have donuts, mom said. This wasn't a 7-Eleven. So, I got oatmeal instead.

I stared silently at the cup, too scared to touch it, then upon hearing laughter from the other side of the room I looked up, and saw a group of boys, their thick hair slicked back, looking directly at me with giddy grins on their faces. I sunk in my seat, sliding my chin into the high collar of my giant pink coat, which my mother had bought me on the

way to the airport, so she could always spot me no matter what crowd of tourists I had managed to run into, or what group of pigeons I had obsessively chased after. They had been laughing at me, the stingy little American girl, with her nose up-turned to a simple glass of steamed milk, too used to fast food to enjoy a traditional Italian café. The color of my cheeks blended into my coat, and I looked away, too embarrassed now to touch the oatmeal that I had actually wanted to try.

I sat there for a good 40 minutes, at least, sinking lower and lower into my seat as I was yelled at by my mother for not eating what she had paid for, and again taunted by the boys across the way. I felt as though I was on the floor at some point, praying I could just curl up under the darkness of the table, hug my knees to my chest, click my heels together, and suddenly, magically find myself at home, with the Christmas tree lit, the stockings full, and a birthday cake for my new present, who was, no doubt, curled up on the foot of my bed, purring underneath the flow of warm air.

Eventually, mom and nana finished their meals, and mine, and we exited the café hand in hand. And to my own surprise, I found myself turning around, confidently, with purpose and intent to prove, just as we were closing the door. I pushed my nose up against the glass, pressed my palms beside my cheeks, and stuck out my fresh pink tongue, making faces at the boys in the booth nearest me. They all stopped, surprised at my boldness, and suddenly the whole restaurant was laughing at them. My work there was done, and I pulled myself from the glass, marching down the street in my puffy pink coat like I owned the place.





Nanjing Road in Shanghai is one of the world's busiest shopping streets.

# Getting Down to Business in China

by Carol Traynor



Deymond Hoyte

When it comes to the art of the deal, Deymond Hoyte's students call him the master.

For a lesson on pricing and trade practices in China, Professor Hoyte led a group of business students on a visit to a Beijing market last spring as part of a two-week trip to learn what makes China tick. The students soon found out that a big part of Chinese life is knowing how to haggle.

"I bought a rice hat for \$5," said David Betancourt, a student who made the trip last year and is now studying international business at UCF. "Hoyte turned around and bought the same hat for a dollar and says,

"That's how it's done."

Learning how to get stuff cheap is just a small part of what students learn during the study-abroad program that Hoyte has spearheaded for the last three years.

## Citizens of the world

The "Student Ambassadors to China" program is meant to provide future businesspersons with a first-hand understanding of Chinese commerce and culture and the immense opportunities presented by globalization. Although community colleges enroll more than half of the undergraduates in the United States, community college students represent only three percent of those who study abroad.

Hoyte sees educational exchanges as imperative because so much of American commerce revolves around China.

The trip is funded in part through the Bank of America Endowed Chair in Business Management, an award given to Hoyte in support of his initiative. It includes a stipend used to provide scholarships to students seeking to go.

For their upcoming trip in May, Valencia students will team up with students from three other colleges: Tulsa Community College in Oklahoma and Central Piedmont

and Davidson County community colleges in North Carolina. Coordinating the visit is Community Colleges for International Development, whose mission it is to foster global relationships between colleges and other countries. The collaboration allows students greater opportunities for foreign travel than they would ordinarily have and at a more reasonable cost.

In the case of the China trip, the cost to students is \$3,300 to cover travel, hotel accommodations and two meals a day, but Valencia awards a minimum of eight scholarships which reduces that cost by almost half. A total of 15 students applied for the fall trip but only eight received the scholarship.

Hoyte said that in the beginning many of his colleagues didn't think students would be willing to pay that much. But demand has been strong, he added, and as you would expect from business students, they can be very smart in how they go about finding the money.

One student who had won a space on the trip sent out a flyer to 20 relatives and asked them to give whatever they could afford for his shot at a "once-in-a-lifetime opportunity." His appeal resulted in a windfall of \$3,000 to help cover his expenses.

A required three-credit course, Immersion in Global Business, is linked to the study-abroad program and helps sets the stage for the trip. The other prerequisite for applying is an Introduction to Business class where students gain a basic understanding of business, accounting and managerial practices.

Hoyte says it's important for students to understand how relationships play a critical role in conducting business in China.

Betancourt says the professor explained the trip to him this way:

"He said, 'We're going to China to learn how *they* do business. We're not going to tell them how we do business,'" said Betancourt.

### **Forging deeper ties**

Students spend their first week in Shanghai, where the focus is on finance and commerce. The second week puts them in China's capital city, Beijing, where the emphasis shifts to government and culture.

Most days are split between classroom time and venturing out. A morning lecture

(taught in English) on Chinese monetary policy at Shanghai Financial University will be followed by a trip to the financial district in the afternoon. On another day, a lecture on the economy's impact on China's standard of living precedes a visit with local government officials and a discussion of growth industries. When they are in class, the students find themselves sitting next to other young people from Russia, Germany and Britain who are also studying there for the summer.

Last year students toured a Caterpillar plant that feeds the booming construction industry with heavy equipment. They also visited the Seagate computer hard drive manufacturing plant in Pudong province where an estimated 50,000 workers make components 24 hours a day, 365 days of the year.

A special treat was spending two days at the World Expo, a showcase of international business and technological innovations from emerging countries.

This year Hoyte is working on getting students into Shanghai General Motors, which has done surprisingly well in China, said to be the world's largest car market. In fact, black Buick sedans are revered as symbols of success, Hoyte says.

Even the Rotary Club is big in China. Students get a chance to rub elbows with the entrepreneurs and expatriates who've set up business there.

What impresses students the most?

"Work ethic," Hoyte says.

In particular, the younger students notice their Chinese counterparts rising daily at 5 a.m. to exercise and then heading off to work by 6, he says.

"They see how ambitious they are," says Hoyte, adding that the students are also struck by what they perceive as a hunger to learn on the part of the Chinese.

### **Promoting exchange**

Hoyte understood early on the importance of culture and customs in forging business relationships.

He grew up in a political family (his uncle was president of Guyana from 1985 to 1992) and lived for a time in Hong Kong and London. As a youngster, he would listen in on conversations between his uncle and other relatives about the uncle's diplomatic

missions to China and the way the Chinese operated in business.

Currently 130,000 Chinese students are studying in the U.S. versus the 20,000 American students in China. Under the 100,000 Strong Initiative, the White House is trying to significantly increase the number and diversity of American students in China while relying exclusively on private-sector funds. The Chinese government has welcomed and supported the initiative and views it as important to bilateral relations.

Hoyte hopes one day to bring Chinese students to Valencia to study. He is trying to establish an exchange program between Shanghai Financial University and Valencia now that the college has received U.S. State Department approval to accept visitors on J-1 visas.

He's also looking at applying for a \$90,000 grant that would allow him to take more economic and finance students and possibly other professors. And he is hoping the college will someday teach Mandarin.

"The exposure helps students become more confident in what they want to do," he says.

The speed at which China is growing is scary to some people, Hoyte says.

In the past four years that he's visited China, he's seen the completion of the Shanghai Tower—the second tallest building in the world—and has witnessed dramatic improvements to infrastructure, including the construction of high-speed rail between Shanghai and Beijing that has cut the trip he and his students take from 13 hours down to roughly four.

"Every year it's like I'm going to a different place. That's how fast it's growing," he says.

It's part of the reason he wants more students to study abroad—now. He sees the tremendous entrepreneurial opportunities presented by a modern global economy and he wants to make sure students "get it."

"I don't think most Americans understand what is going on in China," Hoyte says. "And that is what's hurting us. We're not moving as fast as we should to compete." ■

## VALENCIA NURSING PROGRAM

# 40<sup>th</sup> Anniversary & Reunion

Join Valencia nursing alumni, faculty and community partners from the past and present for a gala reception to celebrate the program's 40th anniversary.

Tours of the new Allied Health Sciences and Nursing Buildings from 6-7 p.m.  
West Campus, Special Events Center, Building 8  
1800 S. Kirkman Road, Orlando, FL 32811  
Directions are available at [valenciacc.edu/aboutus/locations](http://valenciacc.edu/aboutus/locations)

**Saturday**  
**April 16**  
**6-10 p.m.**

### **\$25 registration fee per person**

Includes heavy hors d'oeuvres, pasta bar, dessert and bottomless coffee bar.

To RSVP or request more information, please contact the Valencia Alumni Association.

[www.valenciacc.edu/alumni](http://www.valenciacc.edu/alumni)  
**407-582-5483**  
[alumni@valenciacc.edu](mailto:alumni@valenciacc.edu)

**Saturday, April 2, 2011**  
**7-10 p.m.**

*Rosen Shingle Creek*



*An international wine sampling and auction  
to benefit Valencia and UCF  
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# legislative UP DATE

A BRIEFING FOR ALUMNI,  
RETIREES, FACULTY, STAFF  
AND FRIENDS OF VALENCIA.

## An interview with Bill Mallowney

Valencia needs more money to build classrooms so it can accommodate the growing number of students who want to get a college education.

But the way Florida allocates money for construction and renovations to state/community colleges isn't working for fast-growing schools like Valencia.

So Valencia will push for changes during this year's legislative session, says Bill Mallowney, vice president for policy and general counsel. He's Valencia's chief advocate during the session, which is scheduled to end May 6.

But also demanding close attention this year is the state budget. State lawmakers will be wrestling with a multibillion-dollar deficit in what has come to be known as the "cliff year." Federal stimulus funds have been shoring up public spending for the past two years, but this year that cash infusion goes away.

Despite the cliff, Mallowney hopes lawmakers will provide money to support enrollment growth. At Valencia, enrollment has grown by more than 50 percent during the Great Recession.

Vitae asked Mallowney to share his thoughts on some of the issues to watch as lawmakers gather in Tallahassee.

*Enrollment has grown by more than 50 percent in the past five years.*



## Facility and Capital Crisis

**THE ISSUE:** Valencia's enrollment is growing fast. But state funding for additional classroom space hasn't kept pace. That's led to thousands of students at Valencia and other rapidly growing schools being turned away because of lack of space.

Valencia President Sandy Shugart and the presidents of Miami Dade College and Broward College are leading the call to revamp the way money for capital expenditures is allocated so high-demand schools get a fairer share.

There's also a proposal to allow state/community colleges with critical space shortages to set a capital improvement fee to be paid by students to raise money for construction and land purchases.

**MULLOWNEY SAYS:** "That there's a crisis is inarguable. We're in dire need. Students want to get in but can't because there's no room. It's a capacity issue. Facilities translate into access. We need a rational system for allocations. We're working hard to get people to understand the issue and its importance."

**THE PLAN:** Support legislation that would allow for the special fee. Urge changes in the Public Education Construction Outlay, or PECO, so that allocations are determined on a need-based formula rather than funding specific projects on a rigid list. Valencia also will ask lawmakers to provide more PECO money overall for the benefit of the entire Florida College System.

## State Retirement

**THE ISSUE:** Lawmakers in recent years have been looking at making changes to the state retirement system to reduce costs.

**MULLOWNEY SAYS:** When it comes to whether retirement costs will receive scrutiny, "count on it. Changes in DROP, some level of employee contribution toward retirement, other nips and tucks are possible."

**THE PLAN:** "I expect there will be a number of bills floating around," Mallowney says. "We'll see."

## Transportation Fee

**THE ISSUE:** Proposed legislation would allow the colleges to impose a transportation fee on students to support campus transportation systems such as shuttles.

**MULLOWNEY SAYS:** "This idea has been coming up during the past several sessions but never really got anywhere until recently, when the Legislature finally passed a bill. But the governor vetoed it. I'm not sure where it would go this year given the anti-tax tenor."

*Bill Mallowney is Vice President for Policy and General Counsel for Valencia. He serves as lobbyist and legislative counsel to the executive and legislative branches of the State of Florida.*

# Florida's Top Professor

*Winning Hearts and Minds*

by Carol Traynor

Valencia Professor James May, who teaches English to speakers of other languages, was named the 2010 Professor of the Year by the Association of Florida Colleges. Rather than relying on lectures to teach students, May has found technology useful for getting beyond language barriers and connecting to the Web 2.0 generation. May also has a website where he teaches other instructors how to incorporate new technologies into their classrooms. We spoke with the innovative professor in January about his approach to teaching.



*“I like to call it ‘edutainment.’ I have found that when my classes are educational and entertaining, I don’t have problems with the three T’s—Talking, Texting or Tardiness.”*

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**Q: Has anyone ever told you that you look like James Gandolfini, the actor on “The Sopranos?”**

**A:** Absolutely, and I’ve been known to use my “mafia connections” to get students to pay better attention in class. My wife actually thinks I am most like Kevin James (“The King of Queens”), and you might tend to agree if you sat in on one of my classes. I have a tendency to be animated, dramatic and a bit goofy, but I think it works for me, and my students seem to like it.

**Q: YouTube, Google Docs, VoiceThread, Screenjelly, Prezi, SoftChalk—how important is new technology as a tool for teaching?**

**A:** With the ages of our students, most have simply grown up in a world of smartphones, YouTube and digital cable. Today’s students are accustomed to multi-modal, digital input and, as a result, crave it. Because these technologies allow us to offer our content in the modes students most prefer, the technologies are critically important.

**Q: Were you always inclined to bring technology into the classroom or did you have an epiphany one day?**

**A:** Language learning is about interaction. Prior to 2004, most language software only presented content (i.e. no authentic interaction). But with Web 2.0 came the ability for users to interact and collaborate with each other using social media. As social networking sites, blogs, wikis, video-sharing sites, web applications, mashups and folksonomies (organizing content with keywords) proliferated, so too did our ability to interact and teach language to students.

**Q: What’s the biggest challenge in teaching students whose first language is not English?**

**A:** Isn’t all teaching a challenge? Isn’t that why teachers do it? It doesn’t matter if we are teaching language to non-natives, technology to technophobes or history to students who think a long time ago was the 1980s. The fun part is the challenge of taking what we know and sharing it with them in a way that allows them to have that “ah-ha” moment. That moment is why I teach, and I see the “challenge” as the fun game that gets me to that moment.

**Q: You use a lot of humor in your teaching. Do you think your students get it or do you see a lot of deadpan expressions when you think you’re at your funniest?**

**A:** I rarely get deadpan expressions, and when I do, it simply means that it’s time to update “the show” (that’s what I call my classes). I use comedy, songs, interviews and TV/movie clips as anchors for the content I teach. For example, I often have my students share their favorite shows and clips with me. Then, I look for ways to work them into what I am teaching. This allows me to merge my content with the stories and analogies my students already relate to. The jokes and clips serve as advance organizers for their learning and thinking. I like to call it “edutainment.” I have found that when my classes are educational and entertaining, I don’t have problems with the three T’s—Talking, Texting or Tardiness.

**Q: To reduce the high cost of textbooks, you provide students with digital texts and other free resources. Isn’t that unfair to textbook manufacturers?**

**A:** The English language hasn’t changed much since I was in school. In fact, I actually still own a copy of the writing text I used in high school, and believe it or not, it has the same content as today’s texts. Why then must we continue to update \$80 textbooks every two years to teach grammar and writing? Is that fair to students? Especially given that many texts are simply reincarnations of older texts already in the public domain. Luckily for them, my writing and grammar students no longer purchase texts, thanks in large part to the Valencia Foundation and the Endowed Chairs program. By 2012, I am hoping that all my classes will be completely textbook-free.

**Q: After winning Florida Professor of the Year, what’s next?**

**A:** At the end of this academic year, I will be going on sabbatical, and I will probably take a long nap.... Then, I plan to spend time with family, develop more reading and grammar content, work on my TeacherTricks.org website, and if given the opportunity, do some more work with Valencia’s Faculty Development team.

# CLASSnotes

**1 Cynthia Hinson Graham '72**

Cynthia is completing her dissertation as part of a fellowship with the Asbury Theological Seminary in Wilmore, Ky., where she plans to graduate in May. She serves as assistant pastor at the New Covenant Baptist Church of Orlando. Prior to that, Cynthia was an educator with Orange County Public Schools for 22 years.

**Steve Shideler '72, '73**

Steve is the program director of the Cardiopulmonary Sciences Program at UCF.

**Richard I. Gerber '74**

Richard owns Gerber Consulting Group, a firm that consults for the Centers for Disease Control and Prevention, and is on the faculty of the University of Phoenix where he teaches in its Health Sciences Department. Previously, he served in the military for 30 years and retired as a captain (rank retired CAPT (O-6)).

**Liz J. (Bond) Biederer '76**

Liz, who graduated with a degree in respiratory therapy, is now a chiropractic assistant in Lake Mary and says she's saving lives on a new level.

**2 Debra Hollister '77**

Debra is presently teaching psychology at Valencia's Collegiate Academy at Lake Nona High School. At Valencia, she helped establish a unique internship at Busch Gardens that teaches students how to observe and collect data on the park's elephants. The research internship has become so popular that Debra now accepts students from other Florida universities and colleges as well as from out-of-state schools. She holds an M.S.

in Clinical Psychology and an Ed.D. in Curriculum and Instruction from UCF.

**Wendell Leon Jackson '79**

Wendell earned a B.S. degree in Criminal Justice from UCF and a Master of Divinity degree from the Interdenominational Theological Center in Atlanta. He is a pastor at Bruton Terrace Church of the Nazarene in Dallas, Texas.

**3 Leslie K. (Frazier) Aldrich '82**

Leslie is administrator of the Florida Hospital Cancer Institute. After graduating from Valencia, she earned a B.A. in Organizational Communication from Rollins College and an M.B.A. from Webster University. She is married with a 7-year-old son named Carson. Leslie has competed professionally in equestrian sports, particularly hunter/jumper courses.

**4 Fernando E. Beltran '87**

Fernando is a business program facilitator with the Disney Institute. He travels across the U.S. and abroad sharing his story with other business leaders.

**Rob Joseph Peerman '90**

Rob is a casino supervisor in Las Vegas, Nev.

**Catherine Marie Cutlip '91**

Catherine has been the senior site manager of Jumpstart at the University of Rhode Island since 2009 and held a similar position at the University of Akron prior to that.



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**5 Stephen Cushman '91, '93**

Stephen published his second novel, "Heart with Joy," in October 2010. In addition to being a writer, he works as an X-ray technologist, utilizing an A.S. degree in Radiology from Valencia, at Moses Cone Memorial Hospital, in Greensboro, N.C., where he also lives with his wife and son. While he went on to earn degrees from UCF, Hollins University, and an M.F.A. in creative writing at UNC-Greensboro, he says he will always think of his time at Valencia as the start of it all.

**Marie Lynn (Dice) Mueller '98, '00**

Marie is taking her last semester of pre-reqs before applying for the Advanced Standing Track Program for nursing. She also works as a respiratory therapist for a hospital. She holds three degrees: a B.S. in Cardiopulmonary Science from UCF, an A.S. in Respiratory Care from Valencia, and an A.A. degree.

**Donna Arnese (Griffin) Culver '94**

Donna is studying for an M.A. in Theological Studies at Liberty University and will graduate in 2012. She is the mother of two and a disabled veteran.

**Jessica Anne Schonefeld '01**

Jessica works as a medicolegal death investigator for the District 9 Medical Examiner's office, which serves Orange and Osceola counties. She attends UCF and is working toward her second bachelor's degree, this one in health sciences, with aspirations to earn a master's and become a physician's assistant.

**6 Sherri (Dyer) Dixon '94 (6)**

Sherri is the director of budget and analysis for Valencia Community College where she has been employed for more than 22 years. Working at Valencia led her to pursue three separate degrees, which have helped her move up the ranks. Most recently, she earned a Master's of Public Administration in Governmental Accounting from Keller Graduate School at DeVry University. Sherri's son will enroll at Valencia in the upcoming fall term.

**7 Ernie Lyon II '03 (7)**

Ernie is a senior software engineer at Interop Technologies in Fort Myers. He also has his own software development company, Red Software, which has developed many successful iPhone and iPad applications.

**Kristin David Cawn '96**

Kristin married fellow alumnus Zachary Cawn on October 24, 2009. After Valencia, she earned a Juris Doctor degree in law at the University of Miami and has been a member of the Florida Bar since 2002.

**Melanie N. Armstrong '06**

Melanie is pursuing a master's in Counseling at Rollins College.

7



**Thomas Crowe '06**

Thomas earned an A.S. in Culinary Arts. After moving to Las Vegas, Nev., he was quickly promoted to sous chef. In November 2009, he helped open Cafe Vetro at Aria (City Center), where within a matter of months he became executive chef of the 631-seat cafe. Thomas said his education at Valencia and his training at the Ritz-Carlton were the biggest assets to his resume.

**Rebecca Dodson '06**

Rebecca plans to graduate this May from UCF with a degree in Public Administration and a minor in Emergency Management.

**Jason L. Strange '06**

Jason is a police officer for a Central Florida agency. He holds an A.S. degree in Criminal Justice and a Law Enforcement Certificate from the Criminal Justice Institute.

**Amy Elizabeth Clarke '07**

Amy is teaching pre-school and doing private tutoring. She obtained a B.S. in Interdisciplinary Studies from UCF with a focus on education, health and psychology.

**Kristina L. Rispoli '07**

Kristina graduated from UCF with a degree in early childhood education.

**Felipe D. Robine '07**

For the past three years, Felipe has owned and managed the Orlando-based transportation and tour operating company, Robine Chauffeured Services ([www.gorobine.com](http://www.gorobine.com)). Felipe credits his instructors in the Hospitality and Tourism program for teaching him how to become a successful entrepreneur of one of the biggest transportation providers in Central Florida today.

**8 Nadine (Vilsaint) Silien '07**

Nadine graduated from Florida Southern College in May of 2010 with a B.S. in Nursing. She is employed at Winter Haven Hospital.

**Robert Astacio '08**

Robert is attending the Rollins College Crummer School of Business to pursue an M.B.A.

**Kadian Alecia McIntosh '08**

Kadian is pursuing a B.S. in Biology at UCF. She will graduate this spring and enroll in a Physician Assistants program.

**Kelly Rabe '08**

Kelly is employed as the General Manager for Divers Direct in Key West.

**Diana Ruiz '08**

Diana graduated from Rosen College of Hospitality Management at UCF with a B.S. in Event Management.

**8**

**Patricia (Stadelman) Urdzik '08**

Patricia is enrolled in UCF's M.A. Anthropology program, focused on forensic anthropology. She has served as a guest lecturer at the Central Florida Anthropological Society on the history of female Peruvian migration to Central Florida.

**Faith Anderson '09**

Faith is majoring in criminal justice at the University of North Florida in Jacksonville.

**Tia Nowak '09**

Tia is attending Rollins College, where she is pursuing a bachelor's degree in International Affairs and minoring in Organizational Behavior. Her goal is to work for a non government organization with a focus on both human and animal rights, or possibly as a diplomat or ambassador with the same focus of civil rights.

**Ryan Joseph Simons '09**

Ryan is working toward his bachelor's in Architecture at Pratt Institute and was recently elected vice president of its chapter of the American Institute of Architecture Students. Ryan is also working on a design/build project for a charity in Honduras.

**Arvind Kumar Chandrasain '11**

Arvind will graduate from Valencia this fall with an A.S. degree in Civil/Surveying Engineering. He is part of the Bridges to Success program.





## Changing the World From Space

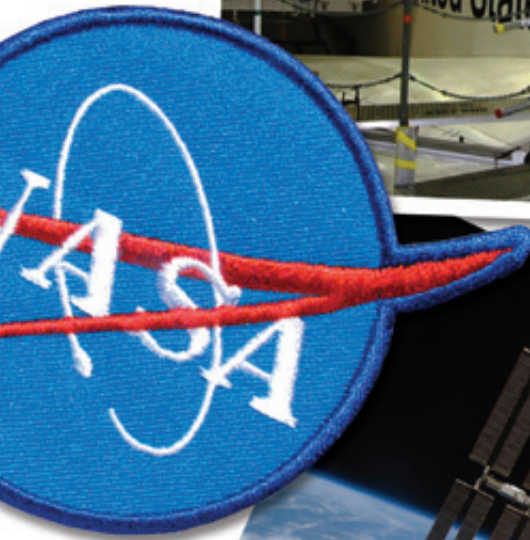
by Christian R. Pinto Rey '09

This spring I'll earn a bachelor's degree in aerospace engineering from Embry-Riddle Aeronautical University. It was Valencia's strong belief and dedication in me that has made all the difference. By the time I graduate, I will have completed four full-time summer engineering internships at NASA's Kennedy Space Center. In addition, I am preparing to embark on my fifth post-graduate engineering internship at NASA Ames Research Center in California—success stories brought to life only through the gracious support of Valencia's amazing faculty and staff as they set out to form the building blocks of my early career as a Valencia student.

While preparing for my final semester as an undergraduate student at Embry-Riddle, I proudly walk through the university's halls and share my stories from Valencia. Colleagues and professors are amazed when I tell them about my internships at NASA, which Valencia helped me get. That is why I proudly wrote Valencia's name on the "white room" wall inside Space Shuttle Atlantis during a recent hydraulic inspection as she prepares for one final rendezvous with the international station in June.

It is my impression that Valencia is an institution that strives in every way to focus on the student. Throughout its Orlando campuses, Valencia understands and welcomes the vibrant diversity and change that new generations bring to the table; as it truly develops—in Dr. Shugart's words—"world changers."

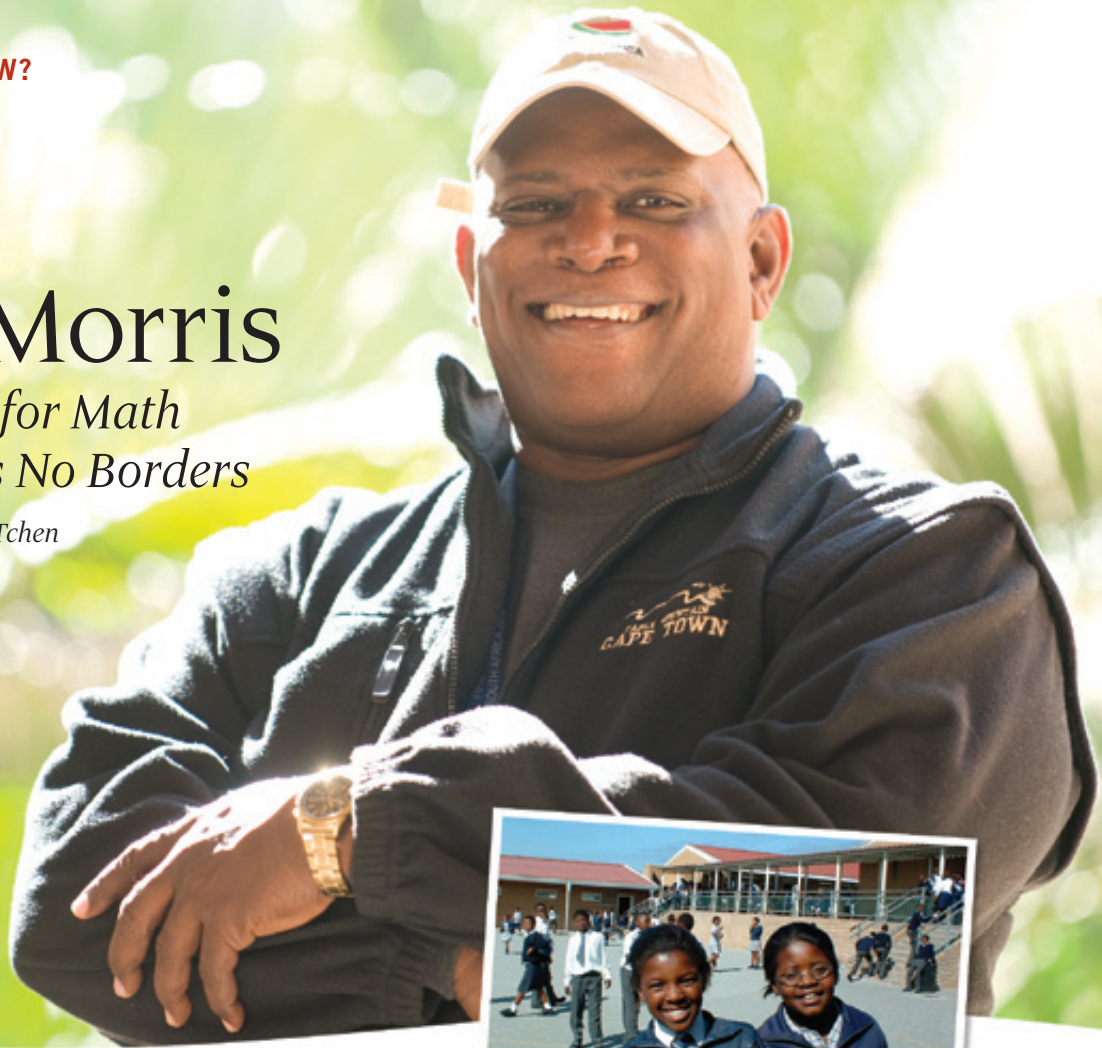
Valencia—Te llevo en el corazón (I carry you in my heart).



# Cliff Morris

*His Love for Math  
Knows No Borders*

*by Melissa Tchen*



Cliff's students  
at Portland High  
School, Cape Town,  
South Africa.

Cliff Morris retired from Valencia in 2005, but that doesn't mean that his days as an educator are over. In fact, the former West Campus dean of mathematics is back in front of the classroom—it just happens that the classroom is halfway across the world—in South Africa.

As often as three times a year, Morris makes the trip to Cape Town, South Africa, where he teaches mathematics to students at Portland High School for two and three week intervals.

"I connect with educators around the world, especially in South Africa," said Morris. "They have the same concerns and challenges that we do. They don't have enough teachers or enough resources. That's where I can help."

Morris first realized his calling in South Africa back in 2000, when he traveled there through a nonprofit group called People to People International. He joined 37 other U.S. math educators for 10 days to tour South African schools and meet with education officials.

Wanting to help improve the state of education there, Morris and the other group members asked how they could be of assistance. They were told to share their expertise in the classroom. Morris decided to do just that, making his first solo-teaching trip to Portland High in 2002 and sparking a long-term relationship with the school.

While Morris's trips to Portland High have become routine, his experiences there certainly haven't. Sometimes he'll spend an entire visit assisting one teacher, other times he'll hop around from class to class. Oftentimes he ends up being the on-call math substitute, stepping in to teach anything from algebra to calculus.

In addition to teaching, Morris has helped Portland High

in many other ways. In the beginning, this meant raising funds for students' tuition. (In South Africa, even public schools charge tuition, which can range from \$30 a year, to \$300, depending on the school.) Eventually though, he felt he could make a more lasting impact by helping to bring more resources to the school.

The first thing that Morris accomplished was to get Texas Instruments to donate graphing calculators to the school. He and other volunteers also painted classrooms to cover graffiti, outfitted classrooms with new cabinets and chalkboards, and got the school its own router and server so that it could receive quicker Internet access.

One of the biggest resources that Morris has brought, and continues to bring, to South African schools is more volunteer instructors. Morris partnered with some of his colleagues from his first trip to create the Volunteer Education Support 4 Africa Trust, or VES4A. The purpose of the trust is to create a cross-educational exchange program where U.S. educators can travel to South Africa to teach both the students and instructors there.

By focusing on collaboration and remaining constructive rather than critical, Morris and the other visiting instructors are able to have the greatest influence.

"We don't want to export the common philosophy that America's way is the best way," said Morris. "We're there to export help."

It is this philosophy that has made Morris a welcomed visitor, colleague and friend to Portland High and the students and faculty there. Lending a hand is a tradition that he hopes to continue long into his retirement.

"I was fortunate that I got paid for 30 years to do something I loved and fortunate to be able to continue on," said Morris. "I retired at 52 and at 58 I can still travel, get around fluidly, and I have the pleasure to teach—so I do." ■

IN MEMORY OF

# Judi DeLisle

## *Librarian Loved by Many*

To most of us, Judi DeLisle was synonymous with the West Campus Library where she served the faculty, staff and students with enthusiasm and genuine interest for 30 years. Judi's day as a reference librarian always started at home reading an update of the day's news, so that she could answer any timely reference questions.

Because information is never static, Judi was a pioneer in computer and Internet use. She was the prototype early adopter of new technology and acted as webmaster for the library homepage she created, coordinator for Ask-A-Librarian (an online chat room), and a Kindle addict.

She never allowed her face to reveal what she really thought while answering those familiar student questions such as, "Do we have to use a book?" or "I found the magazines, but where are the periodicals?"

But what many Valencia colleagues will remember about Judi is not only the outstanding service she gave to



its students, but also the wonderful friend she was: always ready to help above and beyond at every point, a positive and cheerful face of the library.

Until last December when her disease made it impossible, Judi continued to work as a part-time librarian. On June 1, 2010, Judi succumbed to cancer of the jaw. It had been her second battle with cancer. Throughout her battle with the Big C, friends marveled at her strength of character. Her husband Phil never heard her complain. Her doctor characterized her attitude as "courage with dignity."

So as we say goodbye to Judi, we also pay tribute to the wonderful person she was: librarian, emeritus faculty member, mentor, valued friend, educator, musician and music lover. We thank you for all you gave, and for all you were.

*Contributed by Jeanne Mauzy,  
Lois McNamara, Paulette Smith*

# LET EVERYONE KNOW WHAT YOU'VE BEEN UP TO!



To be featured in Class Notes visit [valenciacc.edu/alumni/class\\_notes.cfm](http://valenciacc.edu/alumni/class_notes.cfm) and fill in the submission form or mail to: Class Notes Editor, Valencia Alumni Association, 1800 South Kirkman Road MC: 4-38, Orlando, FL 32811.



If you wish to include a photo, please use the following guidelines:

- Candid shots of you interacting in an authentic setting are preferred. Avoid sending traditional portraits.
- If sending electronically, files should be in jpeg or tif format. Files should be 300dpi resolution at 4"x6" (this would be a file approximately 1mb to 3mb in size).

The Alumni Association can also help to spread the word! Let us know about your meet-ups, networking events, annual retreats, reunions and save-the-dates that your fellow alumni might like to attend or did attend with you.

Whether it's getting a group together for sporting events, charity fundraisers, a day at the parks or just brunch and lunch, let us know. And if you send pictures we might just include them in the next issue. We can share your adventures and good times with our readers so next time they can plan on joining in on the fun!

And don't forget if you have an idea for a future article, please contact the Alumni Association. Send all suggestions to [alumni@valenciacc.edu](mailto:alumni@valenciacc.edu).

Mocktails and Cheese Reception



# HOMECOMING '10

*The start of a Valencia tradition.*



Hispanic Heritage Extravaganza

A Scene From Carousel



Richard Bausch Reading

College Night



College Night  
Event Staff

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It's the best way to know what's going on with Valencia, other alumni and the community—and it's free! For more information and to apply for membership, please visit our website at [valenciacc.edu/alumni](http://valenciacc.edu/alumni), or contact us at 407-582-5483 or [alumni@valenciacc.edu](mailto:alumni@valenciacc.edu).

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Has successfully earned an A.A., A.S. or A.A.S. degree.

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**VALENCIA**  
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