CCID Quarterly Newsletter

Summer Edition *September 18, 2017*

Connecting with Islam	pg 4
Exchange with India	pg 5
Texas Visits Yorkshire	pg 6
Joliet P'ship with China	pg 7
Water Ecology and Service Learning	pg 9
Summer in Brazil	pg 10
MCCC Profound Trip	pg 12
PT Service Learning	pg 13
Global Learning at Brookdale	pg 14
Harford CC in Estonia	pg 16
Delta College in France	pg 17
Youth Economic Devel. in Indonesia	pg 18
Critical Languages Scholarship Open	pg 20
Viet Nam Association of Community Colleges	pg 21
Hybrid Ed Abroad	pg 22
Staff Exchange: Finland	pg 24
WorldingUS	pg 25
Culturally Inclusive Educators at HCC	pg 27
International Ed at CCs	pg 28

WELCOME AND GREETINGS

Happy September! Whether you are finishing up your summer study abroad programs, welcoming international students as they start a new school year or a new semester, or developing innovative programs to bring global perspectives to your campuses, I know this is a busy and exciting time of year. I also know this summer has been one of extreme weather for so many of our member institutions, and my thoughts are with all of you.

Here at CCID, September means the start of a new fiscal year, and the opportunity to reflect on all of our great work in the past year. Please join me in thanking Dr. Chris Whitaker, President, Humber College, for his service as Chair of CCID and Dr. Seamus Reilly, SIO, Parkland College, for his work as SIO Council Chair this past year.

In 2017, we welcomed 15 new members to CCID, including seven from the United States, two from the UK, and one each from China, France, India, Denmark, Canada and the Dominican Republic. I am happy to see CCID growing and thriving.

Looking ahead to fall, CCID will be hosting webinars on study scholarship opportunities, IIE's Generation Study Abroad, using Open Doors Data, and the Harris Wofford Global Service Fellowships. Please plan to join us for these exciting events.

Finally, don't forget to mark your calendars for the 2018 CCID Annual Conference in beautiful Scottsdale, Arizona from February 16-18, 2018. This year, we will feature a special Focus: Europe day, with sessions dedicated to exploring European partnerships and exchanges. Our Call for Proposals is open and Early Bird Registration now available; please send us your panel proposals and register soon.

As always, we love to hear from you. Please send us your questions, success stories, and great news.

Sincerely,
Mara Andersen

Community Colleges for International Development

Local Access • Global Opportunities

42nd Annual Conference

EXPANDING HORIZONS: GLOBAL OPPORTUNITIES

Feb 16 - 19, 2017 - Scottsdale, AZ - DoubleTree Resort

Call for Proposals Now Open

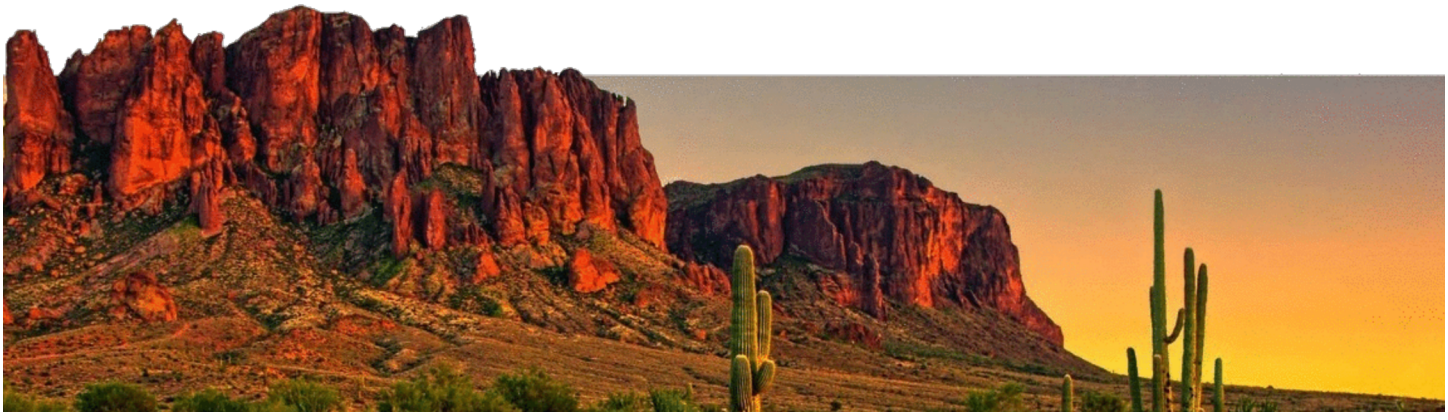
Deadline: Monday October 9th, 2017

https://www.ccidinc.org/call-for-proposals

Conference Registration Now Open

https://www.ccidinc.org/registration

	Early Bird (Closes 1/14)	**Regular**
Member	**$525**	**$575**
Non-Member	**$675**	**$725**
Student/Discount		**$300**



CONNECTING WITH ISLAM

By Jim Bensley
Director, International Services and Service Learning
Northwestern Michigan College
Traverse City, Michigan

Northwestern Michigan College

At 19, and having grown up in northern Michigan, Shaine Wilson did not know anyone who practiced the Islamic religion. Like most of her classmates in Northwestern Michigan College's (NMC) world cultures course, she was curious as to what the average Muslim thought of the diverse ideologies and interpretations of the faith. During this past year, she had a very unique chance to find out. Through a grant offered by the Aspen Institute, NMC piloted the Soliya Connect program, "an online cross-cultural education program integrated into curriculum that provides a unique opportunity to establish a deeper understanding for the perspectives of others around the world on important socio-political issues." For eight weeks, students were required to log on via a web conferencing application with 8-10 students from around the world. Each group was led by a trained facilitator in an environment "where students could comfortably explore perspectives, uncover biases and arrive at a better understanding of cultures." For her final project, Shaine and her capstone group of three produced a research paper focused on women's rights. This was especially interesting because her co-authors were from Pakistan and Syria! As she mentioned in her final reflection, "I thought it was interesting how both countries have laws on the books to insure women's rights; however, many people still do not fully accept them. Through this experience I feel more connected to these cultures because we now have a foundation for future discussion." Because Shaine's interest in Islamic cultures had been piqued, she signed up for an NMC study abroad to Morocco in spring 2017. For two weeks she and 14 other NMC students spent time living with Moroccan families, participating in service projects, experiencing the history and culture of Morocco and spending a night under the star filled sky of the Sahara Desert. In an interesting twist, both she and student Nicole Hartley were able to meet and spend time with Moroccan students who had been part of their Soliya group! In her journal, Shaine reflected on her time in Morocco (the result of a decision made following the Soliya experience). "Words cannot describe how much I miss being there. I miss the simplicity of the food





and how delicious it was. I miss the smiles and occasionally staring eyes. I miss the heat and complaining about how I miss the cold. I miss the socialization and interactions I found myself in. I miss the long rides and the windy trails. I miss the individuals I had the pleasure of meeting and I miss the friends I've made."

As for her future, Shaine will soon be meeting with a local group of former Peace Corps volunteers to investigate future possibilities.

Montcalm Community College in Sydney, Michigan Completes Cultural Exchange Program to M.S. Panwar Community & Technical College, Solan, Himachal Pradesh, India

By Brijender Panwar
Chairperson
M.S. Panwar Community & Technical College
Solan, Himachal Pradesh, India

The two rural Community Colleges in the states of Himachal Pradesh in India and Michigan in USA made history by not only signing an Articulation Agreement for a Study Abroad Cultural Exchange Program for students and staff in February 2016 but, also by making it happen in May 2017. The first ever program of its sort in any Indian Community College was initiated by a group of ten students and five faculty members of Montcalm Community College, Sidney, Michigan, USA when they visited M.S.Panwar Community & Technical College, Solan, Himachal Pradesh, India for three weeks from May 7-28,2017. Ten students from the disciplines of Humanities and Business were accompanied by three faculty members and two educational administrators. The students and staff members stayed with local families and gained exposure to different aspects of Indian Culture and Heritage; its people, religion and



society, visual and performing arts, dances and education.The program consisted of two phases, namely Academic and Field Visits. The academic programmes of nearly one week oriented the group to the culture of India through presentations, formal lectures, interviews, and discussions with prominent scholars, public personalities and members of the community and teaching them basic Hindi, the national language of India. For field visits, they were taken to the oldest Buddhists Boon Monastery at Dolanji, Jatoli temple, Churches, Brahma Kumari Ashram and Gurudwara as well as business establishments, schools, colleges, universities, Heritage village, Indian Institute of Advanced Studies in Shimla and they traveled in the world heritage toy train from Shimla to Solan. Later, they traveled to Chandigarh, "City Beautiful" where they visited the museums, gardens and Punjab University. The last leg of the travel was to Agra to see the Taj Mahal, one of the seven wonders of the world and historical places in New Delhi. The students employed the Cultural Analysis Toolkit for Study Abroad Cultural Exchange Programs designed by Prof Deidre Mendez, University of Texas, USA. The toolkit helped the visitors analyze the behaviors and attitudes of the host country; reflect on their own reactions and interpretations; gather data through observation, engagement, interviews, and conversations; focus on "coping with differences", focus on "learning from them"-takeaways. M.S. Panwar has visits planned with both Dallas and Alamo Community Colleges in 2018.

Contact Brijender Panwar at brijenderpanwar@gmail.com if you are interested in developing an exchange program with M.S. Panwar.



The College Consortium for International Studies (CCIS) will be holding it's 28th Annual Conference "Creating Sustainability in Education Abroad" in Costa Rica, February 28 - March 2, 2018. The concept of sustainability will be examined within a broad and holistic context encompassing academic, programmatic, socio-economic, organizational and individual dimensions.

Major conference themes to be explored include sustaining education abroad in a changing global environment; creating fiscal sustainability for education abroad; incorporating environmental and social sustainability into education abroad programming; and maintaining institutional, personal and professional sustainability.

The conference is open to both current CCIS members and non-members including education abroad professionals and faculty. Since CCID is part of the CCIS consortium, we are offering all CCID members the discounted membership rate.

TEXAS COMES TO YORKSHIRE

By Richard Barnes
York St. John University
Yorkshire, United Kingdom



Susan Barkley and Fred Newbury visit the York St John campus with Richard Barnes

CCID International member organisation, York St. John University welcomed Susan Barkley, Executive Dean, World Languages, Cultures and Communications and Dr Fred Newbury, Professor of Economics, from Richland College, Dallas in May 2017.

Both Susan and Fred are members of the Global Education Development Advisory Council at Richland. The visit was to identify potential areas of collaboration for the two institutions including articulation pathways and the development of two-week summer programmes. The institutions have synergies in the programmes they offer and Susan and Fred took the opportunity to meet with representatives of various schools including York Business School, the Schools of Performance and Media Production, Art, Design & Computer Science, Humanities Religion & Philosophy, Music, Languages and Linguistics.



York Minister

York St John University is ideally situated within sight of the world-famous York Minster which is the magnificent location for the student graduation ceremonies. With on-campus student accommodation the University is able to offer one and two-week summer programmes tailored to the needs of partner colleges, academic programs are complimented by a packed cultural programme in and around this beautiful historic city. Subject content includes; Creative Entrepreneurship; English Literature; Sports coaching; Youth Culture; Heritage Tourism in York; Festivals; Fashion; English Language and many more. Professor Rob Aitken, Executive Dean International at York St John University said that it was key to the international strategy of the University to develop meaningful collaborative relationships with North American Community Colleges where students and faculty of both institutions can benefit. The visit was organised by Richard Barnes of Pathways2Education, International Consultants to York St John University and discussions also included potential for staff and student exchanges and for the development of virtual learning groups.

Joliet Establishes Partnership with Jiangsu Vocational Institute of Commerce in China

By Tamara Ponzo Brattoli
Coordinator of International Education and Professor of English
Joliet Junior College



With the support of the U.S. Department of Education Title XI-A UISFL Program (Undergraduate International Studies and Foreign Language) Program funding, Joliet Junior College (JJC) in Joliet, Illinois, has entered into a new partnership with Jiangsu Vocational Institute of Commerce (JVIC) in Nanjing, China. Through this new partnership, faculty visited Nanjing in March, 2017, to lay the groundwork for the new study abroad program. In June, 2017, nine JJC students visited Shanghai, Beijing, and Nanjing. While in Nanjing, they attended cultural events and classes at JVIC.



All of the students who participated in the program this year had also studied Chinese for at least one semester prior to traveling to China. Three were Pell Grant recipients; one of those students was awarded a Gilman Foundation Scholarship, which is the first time any JJC student has used Gilman funding. The program was such a success that plans are already underway for another group of JJC students to visit China in 2018.

CALL FOR SUBMISSIONS

The Journal of Comparative and International Higher Education (JCIHE) is the official journal of the Comparative and International Education Society's (CIES) Higher Education Special Interest Group (HESIG). JCIHE promotes scholarship opportunities, critical dialogue, and provides a link to engage professionals and academics to the international aspects of higher education. JCIHE has an arrangement with University World News in which articles are cross-listed in each publication. JCIHE publishes three volumes a year: Spring, Fall, and a Special Edition in Winter.

We invite all CCID members to contribute research to advance discussions of current issues on comparative and international higher education. There are three ways to contribute:

1) submit a research article of 1,500 - 3,000 words (using the Chicago B citation Style). All articles will undergo a blind-review peer-editing process. Articles are accepted on an on-going basis.

2) submit a comparative report analysis of 750 - 1,000 words that examines the primary themes and focus of more than one book, current report, or other documentation that guides higher education institutional policies. Report analysis are accepted on an on-going basis



3) submit graduate student research in-progress of 500 - 1,000 words, that shares new research that will help to set the tone for current and emerging issues in the field. The description should include: a) what is being studied; b) how the research contributes to comparative and international higher education; and c) what the main take-away of the research will be. Work-in-Progress is due by October. 15, 2017.

There is also an opportunity for CCID members to volunteer as a peer reviewer. You can expect to review approximately 2 manuscripts per year and will have about 2 months for the review process.

Please send your manuscripts in Word document to Rosalind Latiner Raby, Editor-in-Chief at rabyrl@aol.com.

CALENDAR

OCTOBER 1ST

Generation Study Abroad
IIE Summit 2017
October 1st - 3rd
Washington DC

OCTOBER 11TH

Conference of the Americas on International Education

October 11-13th
Montreal, Canada

OCTOBER 17TH

Higher Education Partnership Conference

October 17-19th

San Miguel De Allende, Mexico

NOVEMBER 8TH

CIEE 70th Annual Conference

November 8 - 11th

Austin, TX

FEBRUARY 16TH, 2018

CCID Annual Conference
February 16th-19th
Scottsdale, AZ

FEBRUARY 28, 2018

CCIS - Creating Sustainability in Study Abroad
February 28th-March 2nd
Costa Rica

WATER ECOLOGY AND SERVICE LEARNING

By Stephanie Rook, Ph.D.
Dean, Arts and Sciences
Pitt Community College
Winterville, North Carolina



Pitt students visiting Universidad Veracruzana

Pitt Community College (PCC) hosted eight students and a faculty member from Mexico's Universidad Veracruzana (UV) this past June as part of a student exchange partnership focused on water ecology and service learning.

From June 22-28, the UV contingent participated in a program developed by PCC faculty to give them a better understanding of North Carolina's water treatment processes and conservation methods, water-based ecosystems, and water-related research. The program – called WATER (Water Awareness through Environmental Research) Scholars – consisted of hands-on instruction, laboratories and field study experiences pertaining to water quality analysis and its importance with regard to economic and ecological sustainability.

In addition to a campus tour and lab research at PCC, the group's itinerary included lectures and activities with East Carolina University's Science Department. Off-campus field study included visits to Greenville Utilities' drinking water and wastewater treatment plants, River Park North's wetland habitats, and the N.C. Estuarium in Washington.

"The goal of WATER Scholars is to help PCC and UV students develop global competency regarding the impact water conservation has on the environment in the United States and Mexico," said PCC Arts and Sciences Dean Stephanie Rook.

This past May, ten science and biotechnology students from PCC traveled to Xalapa, Mexico, with four faculty members. There, they took part in a weeklong program at UV that featured lectures, lab experiments, cultural enrichment opportunities and interactions with UV students, faculty and community members.

"Our students gained an understanding of the complexities of Mexico and its people," Rook said. "In the process, they were able to maximize their knowledge of global water issues and undergraduate research in water



UT Students visit Pitt

conservation."

PCC's grant-winning submission, "WATER Scholars: Water Awareness through Environmental Research," developed a partnership between PCC, UV and ECU that focused on water conservation issues. Rook says the student exchange is part of PCC's efforts to increase enrollment, retention and diversity of students pursuing STEM (Science, Technology, Engineering and Mathematics) majors.

Funding for the PCC-UV student and faculty exchange came through a $25,000-grant Pitt was awarded last fall by Partners of the Americas as one of eight winners of the highly competitive 100,000 Strong in the Americas Innovation Fund contest. The competition was part of an initiative spearheaded by former President Barack Obama to enhance hemispheric competitiveness, stimulate regional education cooperation, and prepare students to be more globally competent for the 21st century workforce.

A JOURNEY IN THE RHYTHMS OF A CULTURE: HCC'S SUMMER OF BRAZIL

By Suzanne Lynch
English Faculty
Hillsborough Community College
Plant City, Florida

Hillsborough Community College
www.hccfl.edu

For the past five years, Hillsborough Community College (HCC) has been engaged in a co-curricular college-wide agenda of internationalism. The goal of this program, inspired by a faculty-driven cohort, has been to inspire students to expand their awareness of global and cultural connections. Throughout each year of the program the faculty cohort, known to HCC as Focus International, organizes events dedicated to highlighting the history and culture of one



country each year. This undertaking begins with a two-week study-abroad program in the country of focus. In the summer of 2017, six students and two faculty traveled to Salvador, Brazil to learn about the African-Brazilian diaspora and to kick off



Salvador City Center

the start of the 2017-2018 Brazil focus.

While in Brazil students immersed themselves in the Afro-Brazilian culture, soaking up the rhythms of Salvador and learning about a radiant culture that encompasses far more than the scenic beaches and beautiful people often boasted about in travel announcements. They came to know the gracious Brazilians, rightfully proud of their multi-racial heritage; the culinary delights that ranged from the tasty street foods such as Acarajé (fried bean paste accompanied with dried shrimp and other fixings) to the home cooked meals of Moqueca (fish stew); and not least, they came to know the music and its history that seems to run through all of life in Salvador.

From the workshops to the classroom lectures, students engaged in lessons that showcased how Salvador became and retained its name as the center of African-Brazilian culture.

As one of the largest and most enduring slave-owning societies in modern times (ending the practice of slavery in 1888), and as a country known for its racial fluidity, Brazil offered students a unique opportunity to examine how the practice of festivities, rhythms, folklores, memory, and religion combine to create a celebrated union of past and present.

The stories of Salvador, while strikingly similar to the stories of the diaspora population in the U.S., provided us with valuable considerations about the different racial paths the two countries have taken and about how we might share these journeys with our HCC community to open up dialogue focused on cultural awareness of both ourselves and our neighbors.

MCCC Travelers Experience Emotional and Profound Trip to Poland

By Wendy Humphrey
Associate Manager, Public Relations Office
Mercer County Community College
West Windsor Township, New Jersey

Students from Mercer County Community College (MCCC) traveled to Poland for eight days in May to experience up close and very personally what they had been learning in their "Holocaust and Other Genocides" course. Three professors, Craig Coenen (History), Jack Tabor (English) and Laura Knight (English), led a group of 22 students.

The trip originated in Warsaw, where students spent three days visiting cultural centers and historic places in the Warsaw Ghetto. They traveled to Krakow for two days, exploring the Jewish Quarter, Jewish ghetto, Oskar Schindler's factory, and Plaszow forced labor camp. The trip culminated with two days in Oswiecim, where the Auschwitz-Birkenau concentration camp and its sub-camps are located.

On June 8, the group gathered for a "debrief" session. Some students said the meeting was the first time they were able to voice the emotions, impressions and understandings they gained during their weeklong sojourn.

Dr. Coenen noted that the trip was an important journey. "When people ask, 'How was your trip?' there are no easy answers," he said.

That sentiment was echoed by virtually every student. "I posted to Facebook during the trip to document where we went and what we did," Kelley Bean said. "But when people ask me to show them my pictures, it's not just about great pictures. I have to educate them about the history."



Added Eileen McKenna, "This was a profound experience. It made my history class come to life and it allowed me to make connections to the material in very powerful ways."

Daniella Lemanski, who is Polish and speaks the

language fluently, was grateful to see Poland from a different perspective. “When I visit with my family, we go to the countryside. We never go to Krakow or other places. Here I was able to learn hands-on, on my own,” she said.

MCCC's Study Abroad program offers semesters abroad on an individual basis, and short-term study tours led by faculty. Since 2010, program has organized 23 trips, including Italy, London, Paris, Spain, South Africa, Cuba and Costa Rica.

Upcoming trips include a pediatric dental education service learning project to Costa Rica, a culture and language immersion in Granada, Spain, and a leadership adventure at Disney Institute in Orlando, Florida. MCCC’s Study Abroad program, under the direction of Coordinator Andrea Lynch, is part of the Center of Global Opportunities (GO!), Division of Innovation, Online Education, and Students Success. Visit www.mccc.edu/studyabroad for details.

PHYSICAL THERAPY SERVICE LEARNING IN GHANA

By Jessica Rios
Student
Illinois Central College
East Peoria, Illinois

I have just returned from my Cross-Cultural Solutions Volunteer Abroad Program in Ghana and I would like to thank you for giving me this wonderful opportunity through the generous Harris T. Wofford Global Service Fellowship. This internship abroad has opened my eyes to healthcare on a global level. This will forever influence my work, commitment to the field of physical therapy and my day to day interactions with patients. In Ghana, physical therapy is a relatively new field. There are few facilities and a very high disability population. It was a privilege to learn from these individuals that are creating awareness of the value of physical therapy throughout Ghana. I observed the differences, for example, shoulder pain that made pounding fufu (a staple food in Ghana) difficult was noted in the patient’s chart. This is an activity of daily living I have never noted in a chart in the United States and likely never will, but the goals and focus of the treatment interventions are the same: return of function, care that is patient centered, optimizing movement, reducing

Jessica in Elmina, Ghana





pain, and improving the patient's quality of life. The exchange of ideas was an enriching experience for everyone involved. Two different cultures, but we speak the same language when it comes to patient care.

I also enjoyed experiencing Ghana's rich vibrant culture. The beauty is in the diversity and it was an absolute joy to experience. The learning adventure began in a lush green farming area called Ho in the Volta Region where I became acquainted with the locals relaxed way of life that is centered around community, family and tradition. I also traveled to Cape Coast and Elmina which are small fishing villages with cultural significance due to their role in the transatlantic slave trade. It was as if my history books came alive and touched every one of my senses. It was a very powerful experience and one that I will never forget. In contrast to these rural areas, Accra was a high energy and fast paced city, rich in history with monuments and museums celebrating the nations freedom. While walking in Accra, I saw the remnants of the city's colonial past, and witnessed the Ga chief partaking in a traditional ceremony, yet the city is also alive with modern art, music and dance. This truly was a life-changing experience. As a student and mother living on a frugal budget, visiting Africa was something that I had only dreamed about, but with your generous scholarship, that dream became a reality. I am eager to share what I learned with my children and fellow physical therapist assistant students.

The State of Global Learning at Brookdale Community College Brazilian Conference

By Kelsey Maki
Faculty Liason
Brookdale Community College
Middletown, New Jersey

Brookdale has a long history of honoring diversity and countering intolerance through awareness and understanding.
Three of Brookdale's recent endeavors include:

1) Global Citizenship Distinction: In Fall 2016, the International Education Center launched its "Global Citizenship



Distinction" (GCD) initiative. Students may earn Distinction in many different ways, some of which include participating in globally focused events and taking globally enhanced classes as part of their regular coursework. This initiative, which is open to all-degree seeking students, currently has about ten participants. Students who successfully engage in global learning and reflect upon their learning via an e-portfolio will be honored with a medal and recognition at graduation.

2) Globally Themed Common Intellectual Experiences: In Spring 2015, the Global Citizenship Project (GCP) kicked off its first globally focused, college-wide theme of "Global Health" with a keynote panel at Scholars Day. During the next two academic years, many faculty incorporated this theme into their classes while urging students to attend co-curricular events related to global health. The first globally focused common intellectual experience culminated in Spring 2017 with the "Global Read" of "Mountains Beyond Mountains," a non-fiction text chronicling Dr. Paul Farmer's work treating infectious diseases in developing countries. Last spring, faculty voted to make "Immigrants and Refugees" the theme for the next two years of programming, during which time the International Education Center will once again sponsor, co-sponsor, and promote events and activities related to the selected theme. We hope to again offer a "Global Read" as a capstone.



3) The Global Citizenship Project's BIG Grant: GCP was awarded a Brookdale College grant for the upcoming academic year to work on infusing diversity and global perspectives across the disciplines. To this end, GCP has named four "Ambassadors," one from each academic institute. Ambassadors will serve three primary functions (1) informing institutes of global and diversity-themed co-curricular activities, (2) gathering colleagues' relevant assignments and classroom activities, and (3) assisting interested faculty in "globalizing" their classes and/or nominating students for GCP Awards.

Although we have recently witnessed some very alarming and harmful events, the work of Brookdale's International Education Center helps to make our college a haven for globally minded individuals: people who value democratic dialog, tolerance, and critical thinking.

Harford Community College Nursing Students to Travel to Narva, Estonia

By Sheila Terry
Assistant Director, Marketing and Public Relations
Harford Community College
Bel Air, Maryland

A partnership agreement established in 2014 between the Town of Bel Air, Maryland and sister city Narva, Estonia, has led to an exciting partnership program with University of Maryland Upper Chesapeake Medical Center and Harford Community College's nursing program (both located in Bel Air, Maryland). The agreement was created with the intent to foster educational exchanges, workforce development and healthcare partnerships, and mutual prosperity through interaction among recreational and business entrepreneurs promoting investment, extending commerce and international trade. To that end, health care initiatives have been a top priority. Under the leadership of Jesse Bane, Bel Air Town Administrator, Committees on Health Care and Education were formed at the beginning of the partnership to explore potential initiatives. After extensive discussions between representatives of the Town of Bel Air and Narva, the need for workshops for high school students on HIV/AIDS education and prevention was identified by the secondary school principals, health care providers, and members of the city government of Narva.

Left to right: Dr. Barbara Tower (professor emeritus at Community College of Baltimore County), Dr. Stephanie Hallock (coordinator for Global Education and Engagement and professor of political science at Harford Community College), Jesse Bane (Bel Air Town Administrator), Dr. Dianna G. Phillips (President, Harford Community College), Tarmo Tammiste (Mayor of Narva, Estonia), Vjatseslav Konovalov (Deputy Mayor of Narva), Tina Zimmerman (professor of nursing at Harford Community College)



On May 23, 2017, representatives of the sister cities met in Bel Air and announced that Harford Community College would be sending six nursing students to Narva in late November 2017 to provide the

needed HIV/AIDS education to approximately 500 high school students in grades 10 through 12. The Harford nursing students will be extensively involved with the preparation and presentation of the course materials. Course materials will be left with the Narva schools so the benefits of this educational program will extend well beyond this effort, and may be used to educate the youth of Narva in the coming years. Three advisers will accompany the students: Dr. Barbara Tower, a professor emeritus at Community College of Baltimore County; Julie Siejack, Upper Chesapeake's clinical nurse manager for community health improvement; and Tina Zimmerman, professor of nursing at Harford Community College. Dr. Stephanie Hallock, coordinator for Global Education and Engagement and professor of political science at Harford Community College, will also travel to Narva, representing Harford and the Bel Air/Narva steering committee.

This innovative experience will provide these nursing students with the opportunity to actively engage in a global experience. In addition to teaching, the students will have the opportunity to visit health care facilities in Estonia, historical sites, and to attend cultural events.

Delta College Study Abroad in France

By Linda Petee
Sustainability and Risk Mgmt Coordinator
Delta College
University Center, Michigan

Delta College

Eleven days in Brittany, the northwest corner of France, only touched on the beauty and history of the provinces of this far Atlantic region. With a focus on sustainability and understanding the connectedness of humans with their environment, Bonnie Lalley, Adjunct Faculty – Art, and Linda Petee, Sustainability & Risk Management Coordinator, co-led a student study group in early June of this year. The first few days were based in the university town and capital city of Rennes. The 15 student travelers practiced their language skills ordering at local eateries, found the work of Picasso at the Musee des Beaux-Arts, and toured the landscape of Parc du Thabor. Day excursions took them to Mont St. Michel, site of the Benedictine Abbey, and to EcoMusee. "We made sure to arrange our travel dates to experience the world famous Marches des Lices, too! The market is a



wonderful example of farm-to-table and of a sustainable community" said Bonnie. "We followed that experience with an afternoon at EcoMusee, a restored farm and museum tracing five centuries of developments in farming and agriculture."

The second half of the trip was hosted by the staff at the Maison Familiale Rurale on the Brittany coast and central to nearby day trips. "They were so excited to have our group stay in their small village of Poullan Sur Mer, they invited a journalist from Le Telegramme, the local Douarnenez news, to guide a hike on the beautiful ocean trail of Cap Sizun," said Linda Petee. "The next night, our group was treated to house-prepared crepes and a duo of local musicians." Their travels also took them to Carnac, the site of neolithic stone monuments, a sustainable family-owned sardine factory where the products went from processing and packaging directly to



Touring the Sardine Factory

the onsite storefront, the ancient sail-weaving town of Locronan, and a hike to the Ar Men Lighthouse, the farthest most point of the Western coast.

While in Rennes, they had opportunity to meet with Vice-Director, Mr Jordane Pedron, from the Rennes School of Business. And, of course, their introduction included a demitasse cup of the most wonderful un café!

HUMBER COLLEGE ROLLS-UP FIVE YEAR YOUTH ECONOMIC DEVELOPMENT INITIATIVE IN INDONESIA

By Asha Gervan
Manager, the International Development Institute The International Centre
Humber Institute of Technology & Advance Learning
Toronto, Ontario, Canada

On August 23, 2017 125 industry executives, small business owners, academics and government representatives came together in Makassar, Indonesia to share ideas on h supporting the growth of small and medium enterprises in the region. The event marked the closing of the Sulawesi Economic Development Project (SEDS), a five-year capacity-building initiative funded by the Canadian Government and led by Humber College, in partnership with seven universities in Sulawesi. Since 2012, the SEDS project has been supporting the creation of applied entrepreneurship curriculum, and helping to establish

business centers providing critical support to young entrepreneurs. As a result, more than 12,000 new businesses have been launched, contributing to meaningful employment and economic development in the region.

During the one-day event, delegates heard from student entrepreneurs about the challenges they face, and discussed how the entrepreneurship ecosystem could better support those trying to launch and grow new businesses. "Nurturing the next generation of business-owners requires an open exchange of ideas and close collaboration between business leaders, governments and entrepreneurs," said Asha Gervan, Manager of Humber's International Development Institute (IDI). "Together, these groups can empower bold and creative entrepreneurs. We're thrilled that the SEDS project has helped equip students with the tools they need to thrive." Indonesian youth offer great potential for economic growth by becoming job creators as entrepreneurs. Indonesia is the world's fourth largest country, but only 1% of the total population are engaged as entrepreneurs. With unemployment rates for youth soaring at 20%, the Government of Indonesia, along with SEDS partners have focused on promoting youth entrepreneurs as key agents of development and change, to reduce poverty and improve lives. Humber's model of teaching and learning has greatly impacted the success of SEDS. Using a student-centered learning approach, SEDS has trained 429 university lecturers in teaching entrepreneurship, helping students to develop practical skills and to learn how to think critically.

"Entrepreneurship is the future path for innovation, and job creation – [it will] take ideas to the next stage," said Canada's Ambassador to Indonesia, Peter MacArthur, during a recent visit to Hasanuddin University, one of the SEDS partner schools. MacArthur recognized the benefits of the SEDS model remarking: "Universities are important hotbeds of new ideas and it's important to move ideas from laboratories into the marketplace.



University students here, with Humber's assistance, are developing early models and frameworks in order to achieve success."

CRITICAL LANGUAGE SCHOLARSHIP

Arabic
Azerbaijani
Bangla
Chinese
Hindi
Indonesian
Japanese
Korean
Persian
Punjabi
Russian
Swahili
Turkish
Urdu



FUNDED PROGRAM FOR SUMMER LANGUAGE STUDY

The Critical Language Scholarship (CLS) Program is an intensive overseas language and cultural immersion program for American undergraduate and graduate students enrolled at U.S. colleges and universities. Students spend eight to ten weeks abroad studying one of 14 critical languages. The program includes intensive language instruction and structured cultural enrichment experiences designed to promote rapid language gains and cultural fluency.

The CLS Program, a program of the U.S. Department of State's Bureau of Educational and Cultural Affairs, is part of a U.S. government initiative to expand the number of Americans studying and mastering foreign languages that are critical to **national security** and **economic prosperity**. CLS plays an important role in preparing American students for the 21st century's **globalized workforce** and increasing **national competitiveness**.

The CLS Program offers instruction in the following languages and levels:

Open to students at all language levels, including beginners	Azerbaijani, Bangla, Hindi, Indonesian, Korean, Punjabi, Swahili, Turkish and Urdu
One year prior study required	Arabic and Persian
Two years prior study required	Chinese, Japanese and Russian

BENEFITS OF THE CLS PROGRAM

- **Full scholarship** covers all travel, tuition, housing, and a living stipend.
- Participants may **receive undergraduate academic credit** for the equivalent of one year of language classes.
- CLS participants have their **language gains certified** with the widely recognized ACTFL OPI test.
- **Non-competitive eligibility** for U.S. government jobs for up to three years after program completion.

WHO CAN PARTICIPATE?

Applicants must be U.S. citizens enrolled in a U.S. degree-granting program at the undergraduate or graduate level. Students pursuing associates or professional degrees at community colleges and technical schools are also eligible and encouraged to apply.

Students in all disciplines, including business, engineering, sciences, social sciences and humanities are encouraged to apply. All applicants should have a plan to continue studying the language, and explain how the language will be used in their future careers.

The CLS Program welcomes all eligible applications and does not discriminate on the basis of race, color, national origin, sex, age, religion, geographic location, socio-economic status, disability, sexual orientation or gender identity. **Applications are accepted each fall for programs beginning the following summer.**

www.clscholarship.org
email: cls@americancouncils.org
phone: 202.833.7522

The CLS Program is a program of the U.S. Department of State's Bureau of Educational and Cultural Affairs. It is supported in its implementation by American Councils for Internaitonal Education.

Viet Nam Association of Community Colleges



Viet Nam Association of Community Colleges' (VACC), established in 2006, mission is to enable all member colleges to act as one cohesive unit. At its inception, VACC had 10 community colleges. Today, there are 63 members, of which 90% are public schools. Regarding partnerships, VACC has over 50 international partners and 50 enterprises all over the world. VACC is focused on meeting the needs of its community; ensuring the participation of its community; developing curriculum based on the jobs' requirements; and multi-sectorial and multi-level training following the life-long learning model. VACC is involved in the following initiatives and collaborations:

1. Coordinate the engagement of its members in component 2 of VSEP focusing on TVET institutional development. This will be accomplished via three elements:
    a. Strengthening the management of the TVET system at the provincial level in three target provinces (Hau Giang, Vinh Long, Binh Thuan);
    b. Improving the performance of TVET institutions (of VACC) through demand-driven, student-oriented programs and reforms that create pathways between institutions, and through the development of demonstration cases in three target provinces;
    c. And improving the performance of VACC member institutions.
2. Succeed co-organize the study tour for its members to Canada, America, etc..
3. Built the project on transfer program between VACC's members and its partners
4. Set the library networking of VACC in early 2016 with the supports of the Library and Education Assisstance Foundation for Viet Nam (LEAF-VN)
5. Organize workshops and seminars (Employment Skills Development Workshop, international seminar, Partnership Development Workshop)
6. Sign MOU with many partners and succeed delivery for its members (Co-organize with Vietgroup America to deliver study tour for leaders of VACC's schools every year).

VACC's members range from the top to the bottom of S - shape of Viet Nam and have approximately 40,000 students who graduate each year, of which 80-90% are getting jobs after graduation. Against the numbers are some activities of VACC's members:

- Organizing study programs 2+2, 3+1, 1+3,...
- Online training
- Curriculum development
- Partnership making with employees and entrepreneurs
- Branding degrees for the transfer programs
- Exchanging volunteers, faculties and students
- Paid Student internships in Israel
- Building study tours to improve school's capacities and experience
- Organizing workshops and seminars

Contact Ms. Kim Chung, Head of International Collaboration at kimchung3679@gmail.com for more details on how to work with VACC.

Multi-National Hybrid Education Abroad Experience

By Cory Wanek
Economics Instructor
Waukesha County Technical College
Waukesha, Wisconsin

In 2005, I visited a German friend in Vienna who I met during an international exchange I participate in during graduate school. At the time, she was teaching Economics as an adjunct at the University of Applied Sciences in Vienna. She asked if I would give a short presentation to her class about the differences in the unemployment calculations between the EU and the US. I replied, "sure, why not?!" After my presentation, the administration at the University approached me about teaching Economics for their new bi-lingual business management program. Again I replied, "sure, why not?!"

I taught my first class in Vienna in the fall of 2006. In 2007, I brought a small group of students from Waukesha County Technical College (WCTC) with me for a week. Since that time, the program has evolved into a multi-national hybrid class including a three-credit Economics course and a one-credit education abroad course for WCTC students. Beginning October 1 each year, about 35 students in Vienna and 4 students from WCTC study online together until 10 days before the US celebration of Thanksgiving.

About a week before Thanksgiving, the WCTC students and I fly to Vienna with a purposefully long layover in Amsterdam. By booking a 7-8 hour layover, we have the opportunity to travel to the city center, visit the Anne Frank house, have a short tour of the city, and enjoy a stop for lunch. After this visit to Amsterdam is complete, the



WCTC Students at St. Stephens Cathedral in Vienna

group arrives in Vienna later the same day.

The next four days are focused on learning about the culture of Vienna and surrounding areas. Day trips to Bratislava, Linz, and the Mauthausen concentration camp help provide students with a comprehensive view of the people and history of central Europe. For five days beginning Monday of the week of Thanksgiving, the students participate in the in-person Economics course at the University. In the afternoons after class has finished, the students participate in business visits which is especially interesting for the WCTC students.

On the night of Thanksgiving we have a group dinner with the WCTC students, their hosts, and students from years past. Of course this isn't a traditional Thanksgiving dinner but people often order the turkey schnitzel. The students come back to WCTC with all kinds of stories and experiences



WCTC Students exploring Amsterdam's famous canals

---

they will never forget and friends they will have forever. Isn't this what it's all about?

The Andrew Heiskell Awards for Innovation in International Education

NOW ACCEPTING NOMINATIONS

iie® The Power of International Education

IIE's Heiskell Awards showcase the most innovative and successful models for internationalization of campuses, study abroad, and international partnership programs in practice today. There are four award categories for 2018.

Nomination Deadline: October 13, 2017

https://www.iie.org/Research-and-Insights/Best-Practices-Resource/Nominate-Your-Program

International Staff Exchange – Finland

By Jonathan Koch
Associate Dean
Waukesha County Technical College
Waukesha, Wisconsin



Sharing information on WCTC with Finnish Faculty

As a participant of the Waukesha County Technical College (WCTC) International Staff Exchange program, I traveled to Joensuu, Finland to live and work with my exchange partner. My exchange partner, a project Manager for the North Karelia Municipal Education and Training Consortium (www.PKKY.fi), constructed a schedule for my visit that included tours of Finnish colleges, universities, high schools, middle schools, elementary schools, government organizations, businesses, cultural sites, local restaurants, sporting events and other excursions that helped me understand the cultural fabric of Finland. In addition to all of the planned trips and tours, I had the honor of living with my exchange partner and meeting her friends, family, coworkers and students. My two week visit was filled with two months' worth of activities.



Koli, A Finnish cultural site

Finland is a beautiful country, one filled with countless lakes, thick coniferous forests, and never-ending sunlight. Living in the shadow of Russia and celebrating a short 100 years of independence, Finns are observant of global news and are interested in the opinions of

international visitors. Walking the city of Joensuu, you can sense the subtle undertones of past Russian rule, but the countless blue-cross flags on display are an obvious patriotic display of national pride. Finnish people are extremely proud of their country and heritage, but they also take great pride in their education system. The success of the Finnish education system is no secret to the rest of the world and many countries have tried to replicate it, but from what I can tell, Finnish success stems from societal values more than educational structure. Finnish teachers are highly trained, deeply respected and education is seen as essential within family structures. With that being said, Finland is in the midst of familiar issues seen by other parts of the world, such as substance abuse, mental health, poverty and budgetary constraints, so change is coming for better or worse. While education was the focus of this exchange, I had so many other incredible experiences traveling the country and taking part in Finnish traditions, such as taking a sauna and followed by a "dip" in an icy lake. I was fortunate enough to share many of these experiences with a colleague from WCTC who was also participating in the same exchange. Thank you to WCTC, the exchange coordinators, and my exchange partner for allowing me this incredible opportunity!



Finnish Summer Cottage

WorldingUS: Galvanizing Internationalization through a Faculty International Field Seminar

By Rich Johnson
Professor on English and Humanities
Harper College
Palantine, Illinois

Following on the heels of the success of its first Global Region of Focus on Africa from fall 2014 through spring 2017, the Office of International Education at Harper College has launched its next 3-year cycle of interdisciplinary programs and area studies centered on a region of the world.

Harper College

Designed to strengthen undergraduate education in the area of the regional focus, Harper College's Global Focus initiative is marked by specific goals each year. The first year features a professional development Faculty International Field Seminar, followed by a Visiting Faculty Lectureship the second year, and student study abroad experiences to the Global Focus region in the third year. The

inaugural Faculty Seminar comprised an interdisciplinary group of 9 faculty who participated in a graduate-equivalent course and then travelled to East Africa in May 2014. The group collaborated on curriculum infusion projects with colleagues at four regional universities. Over three years, the faculty infused 101 sections of 34 discrete courses, impacting over 2400 students. In the second year, Harper College hosted a Fulbright Scholar who gave 22 campus lectures, reaching some 600 students. In addition to the infused courses and programs, 20 students participated in study abroad programs to Zimbabwe and Uganda. Beginning this fall and for the next three years, global education programming, education abroad opportunities, and faculty development at the college will focus on Latin America. Over spring semester, 16 faculty from 14 different disciplines (representing both transfer and career programs) participated in a professional development course. The faculty instructor guided the group through the natural and human history of Central America. For two weeks in May and June, faculty travelled across Guatemala, El Salvador, and Nicaragua, visiting archaeological sites, agricultural plantations, a solar farm, national parks, and other locations of historical significance. Each faculty participant is developing curriculum infusion and assessment projects from materials gained during the program. This fall, some 20 courses will be infused with global content with another 15 in the spring. The success of our Global Region of Focus has garnered both faculty and administrative support across our campus. Administration appreciates that our approach to internationalization is fiscally responsible, strategic, and connected to the college's Goals. Faculty participation in our programs has consistently risen. Most importantly, the data demonstrate that students are gaining an international perspective across curricula. As we begin our next Global Regional Focus on Latin America, we are energized by these results.



Touring a coffee plantation in Guatemala

CULTURALLY INCLUSIVE EDUCATORS

By Bianca Sorbera, B. Ed., M.S.W.
Manager, Teacher Training Programs
The Centre for Teaching & Learning
Humber College Institute of Technology and Advanced Learning
Toronto, Ontario, Canada

This past year, Humber College participated in an exciting partnership with Hillsborough Community College (HCC) in Tampa Bay, Florida. Humber custom delivered the Culturally Inclusive Educator Certificate (CIEC) both in person and online to ten faculty from the College. Through activities, discussions, videos, and scenarios, faculty explored their own cultural lenses and biases, ways to create safe and inclusive learning environments, encourage language acquisition, and internationalize their curriculum to support international students and inspire deeper learning. The Certificate culminated with inspiring presentations from HCC faculty that highlighted how they integrated the learning into their practice. Faculty shared new classroom practices, lessons, and assessments to enhance the overall learning experience for HCC students. In the spring, as a follow up to the Certificate, Humber hosted three faculty and Michael Brennan, Director of International from HCC to brainstorm and plan ways to develop similar programming for the HCC community.



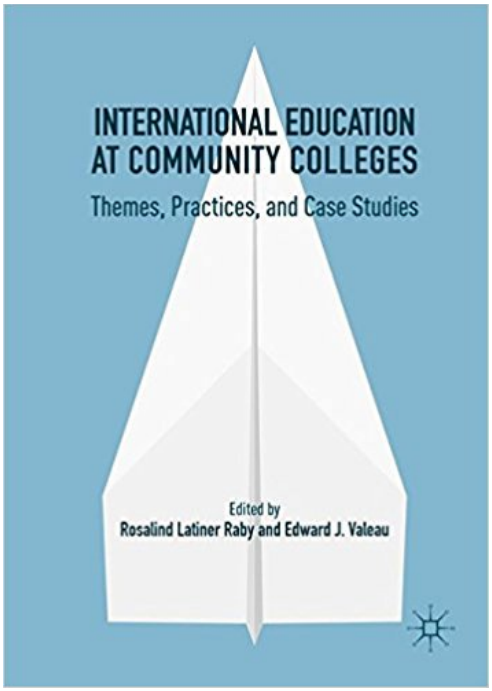
We're looking forward to seeing where this collaboration goes next and to another exciting year ahead!

Hillsborough Community College
www.hccfl.edu



COMMUNITY COLLEGE INTERNATIONAL EDUCATION AND RESEARCH: THE NEW FOCUS

By Rosalind Latiner Raby
Director
California Colleges for International Education



We would like to call your attention to a new publication, International Education at Community Colleges: Themes, Practices, Research, and Case Studies (Palgrave Publishers). Ed and I approached this book with the knowledge and experience gained over 30 years of working in the field of community college internationalization. Our first effort resulted in the 2007 *New Directions in Community College* publication that asked national leaders to define advocacy for community college internationalization and which set the stage for new endeavors that supported a tremendous rise in community college internationalization in the last decade. We are now emphasizing research to document how collaborations are at the foundation of changing practices, and when purposefully directed, how these practices can enhance overall student learning. There is evidence that more community college missions are reflecting the importance of internationalization, more programs are being re-designed to better service student access, build global competency skills, and influence student learning outcomes, and more faculty and staff are being mentored to enhance their own knowledge of international education. It is no longer a question of "if" internationalization is good for community colleges but how to implement those educational reforms. This current book allows well-known scholars, community college practitioners, and emerging leaders to expand upon existing theories, provide reflection on practice, and demonstrate the dynamic nature of community college internationalization.

There remains a special challenge for community colleges to move from celebration of singular programs that make internationalization available to only a few students to sustainable change that influences the entire college community. There is also a challenge for those of us involved in community college internationalization to research changing practices and evolving leadership theories, to apply specific programming theories, and to better understand the role student voices as a strategy to enhance student learning.

CCID members know that international education is a vital part of contemporary higher education. We know that best practices exist as well as the challenges to securing success. However, making that connection as an integral part of community college research and practice is still not clear and is not being practiced. Changing community college international education from an add-on to an integral component that promotes students' retention and success remains an important goal. Herein lies the main contribution of this book: to introduce to some, to clarify to others, and to enhance for others the movement of international education to a frontal consideration of research and practice.

Purchase book here:

Amazon link:
https://www.amazon.com/International-Education-Community-Colleges-Practices/dp/1137533358
Springer link: http://link.springer.com/book/10.1057%2F978-1-137-53336-4