



International News

Community Colleges for International Development, Inc.

Fall 2003

CCID Summer Institute Participants Say 'This Was One of the Best Ever!'

Participants at the 2003 CCID Summer Institute found themselves absorbing large quantities of highly valuable information in Baltimore this past July. Hosted by Howard Community College, and located on the harbor in Baltimore, the venue proved highly valuable in many ways. The Summer Institute is

designed for the members of the CCID "family" as a way to network, grow professionally and learn more about the field of international education. This year all those goals were surpassed.

The program began with a pre-Institute program of visits to Washington, D.C. agencies. Those who participated gathered at the conference hotel and were bused to AACC headquarters. Numerous agency administrators came to explain their programs and how to access them. The afternoon comprised a visit to USAID, and lessons in negotiating the security and other challenges of working the Washington corridors. Those participating indicated that the program was highly valuable and worthwhile. Thanks to all who helped with the arrangements including Judy Irwin, AACC and Debbie Trent.

The institute continued with meetings of the International Education Directors Committee and the full CCID Board of Directors. Host college president, Dr. Mary Ellen Duncan welcomed the new chair of the board, Dr. Lonnie George, and thanked outgoing chair, Dr. Eddie Hernandez for his tenure as chairperson. One of the goals expressed by Dr. George for the coming year, was a new commitment to working the Washington corridors on behalf of CCID. Plans are already underway to address this issue.

Saturday evening was enhanced for the institute participants with a harbor dinner cruise on the boat "Prince Charming." While some watched the sunset from the bow of the boat, others enjoyed salsa dancing on the upper deck. As one participant remarked, the event was so friendly and welcoming, that this was the first time he had danced since leaving university!

The CCID committee structure was revisited on Sunday afternoon, with a number of committees combining their



Dr. Mary Ellen Duncan, host college president

resources in a more rationale fashion. India and Thai committees merged with Asia and the Caribbean and Latin American committees also merged. It was broadly agreed that the committees were as much instruments of networking as anything, and provided a highly

CCID Executive Committee

Chairperson

Dr. Lonnie George
Delaware Tech and C.C.

Chair Elect

Dr. Mary Ellen Duncan
Howard C.C.

Secretary/Treasurer

Dr. Norm Nielsen
Kirkwood C.C.

Past Chair

Dr. Eddie Hernandez
Rancho Santiago C.C.D.

Member at Large

Dr. Kent Sharples
Daytona Beach C.C.

President/Executive Director

John Halder

Executive Offices

6301 Kirkwood Blvd., SW
Cedar Rapids, Iowa 52406

Ph: (319) 398-5653/1257

Fax: (319) 398-7113

E-mail: ccid@kirkwood.edu

<http://ccid.kirkwood.cc.ia.us>

CCID Committee Structure

- Asia (includes India and Thailand)
 - Agriculture
 - Eastern Europe (includes Russia)
 - Caribbean and Latin America
 - Africa
-

valuable forum for sharing knowledge, information and expertise. As always, the mentoring of new international education directors is a highly important part of the CCID function and also

—continued on page three



Trustees Extend Goal of Lifelong Learning to Belize HCC Hosts 'Trustee Initiative'



Gwendolyn W. Stephenson and HCC trustees host Belizean delegation.

In June 2003, individuals responsible for governing two-year colleges in Belize and the United States came together for a two-day "conversation" on a range of issues critical to community-based colleges, including effective governance, access to education and economic development. Hillsborough Community College (HCC) organized this event, called the "Trustee Initiative," in partnership with Community Colleges for International Development (CCID), the Association of Community College Trustees (ACCT) and the Consortium for Belize Educational Cooperation (COBEC).

Trustees representing five of the seven higher education institutions in Belize joined their five counterparts from Hillsborough and one from Kirkwood Community College in a workshop setting to gain perspective on their roles and responsibilities. J. Noah Brown from ACCT facilitated discussions by presenting information on a variety of topics, including the responsibility of trustees to act as a unit, to attract, retain and evaluate a CEO and to serve as advocates for their institutions.

At the end of the two-day event, Belizean trustees discussed ways they could organize to offer similar workshops at home. As an immediate next step, Michael F. Brennan, director of International Education at Hillsborough, is working with his Belizean colleagues to organize a similar workshop in Belize. Speaking

on behalf of the Belizean delegation, Mr. Yasin Shoman, board chair at Corozal Junior College, said "that by offering our fellow trustees in Belize the opportunity to engage each other and their U.S. counterparts in a similar discussion about effective governance, we can put the topic of forming our own trustee association on the table for discussion."

HCC President Gwendolyn W. Stephenson emphasized that she viewed the Trustee Initiative as the first in a series, "Our HCC trustees benefited tremendously from the exchange of ideas with trustees from Belize City, Corozal, Orange Walk, San Ignacio and San Pedro. Trustees that are active learners send a powerful message about the importance of lifelong learning."

CCID INTERNATIONAL NEWS

Published by
Sinclair Community College
Dr. Steven L. Johnson, President
International Ed Director/
Newsletter Editor
Bob Keener

Layout
Sinclair Publications
GraphicSmith, Inc

Printing
Thomas Graphics
Dayton, OH

Article Submission
Articles are accepted from consortium colleges. Questions about article submission or information about the newsletter may be directed to:

Bob Keener, Editor
CCID Newsletter
Sinclair Community College
444 West Third Street
Dayton, Ohio 45402-1460

Phone: (937) 512-5306
E-mail: bob.keener@sinclair.edu
Web: ccid@kirkwood.cc.ia.us



CCID Mission Statement

"The mission of CCID is to provide opportunities for building global relationships that strengthen educational programs, and promote economic development."

To accomplish its mission, CCID provides:

- **Technical Training:** Develops technical training for economic independence and human resource development.
- **Economic Development:** Supports curriculum development and programs that encourage global understanding.
- **Partnerships:** Facilitates educational exchanges that result in increased global awareness.
- **Leadership:** Initiates and coordinates international linkages to advocate the necessity of global partnerships.
- **Professional Development:** Initiates, facilitates and encourages international relationships that enhance global competencies.



Continued from page one . . .

CCID Summer Institute Participants Say 'This Was One of the Best Ever!'



Dr. George (left), incoming chairperson, on the boat "Prince Charming."

occurs within the committees. The CCID committee reports will be found elsewhere in the newsletter.

Institute participants also learned more about the new CCID student study abroad initiatives. With short-term programs slated for Denmark in 2004 (agriculture and sustainable energy) and a long-term program slated for Australia in 2004 (general studies), these initiatives show great momentum and progress.

The Australia programs are being administered by Greenriver Community College, WA, with Rochester Community College also playing a key role, and the Danish programs are being administered by Hillsborough Community College, FL, with partners from South Central Technical and Community College, MN and Iowa Central Community College, IA. Other colleges are participating as part of the "troika" arrangements (see separate article).

Dr. Lois Bartelme, CCID research associate, presented the new initiative that CCID is developing in the field of international accreditation. Following the presentation institute participants

took part in lively discussions, and then completed a questionnaire. The results will be published shortly.

Other events at the institute included a presentation on Public Private Partnerships by Mr. Andre Mostert, London, U.K. from the company New Media. This software company sells to 75% of U.K. high schools and is much respected in the

U.K. A highly valuable three-hour presentation by Dr. Paul McQuay and Keith Nixon on how to design successful international (and domestic)

programs filled part of the Monday agenda. Ms. Beckie Mihelcic of Howard Community College managed the collecting of Best International Practices, and with fifteen collated into a document, had some presented to the participants. By the time of this

publishing, these will be posted and available for viewing on the CCID web site: <http://ccid.kirkwood.cc.ia.us>.

Keynote speakers included a challenging address by Dr. Saul Sosnowski entitled: "Antidotes to the Exercise of Ignorance: On Designing Diversified International Programs," and Dr. Ralph Smuckler addressed the issue of "The Expanded New Agenda for Higher Education's International Program Leaders." David Levin of the U.S. Department of State was kind enough

to attend the Sunday and Monday events, and added highly valuable contributions to the committee and other discussions.

The 2003 CCID Summer Institute concluded with an international reception hosted by Dr. Mary Ellen Duncan and Howard Community College. Ms. Joan Athen, special assistant for community colleges, U.S.

Department of Education, attended and shared words to support for the international efforts of community colleges. As a past chair of the board at Howard Community College, we learned that she had initiated a special board proclamation at

Howard to support the goal of internationalizing the college. Australian and Japanese participants spoke on the value of the knowledge they were taking away from the event.

The venue for the CCID Summer Institute in July 2004 is Seattle, hosted by Green River Community College. One focus of the 2004 institute

will be on college connections with Asia. And as always, the event will be an opportunity for professional development and training. We look forward to seeing you in Seattle.

If interested in future Washington Agency visits, contact CCID at: ccid@kirkwood.edu



Dr. Saul Sosnowski, keynote speaker



Dr. Lois Bartelme, CCID research associate



Ms. Joan Athen, special assistant for Community Colleges.



Realizing the Dream

by Orlando J. George, Jr., President, Delaware Technical & Community College, Chairman, Community Colleges for International Development, Inc.

People with strong convictions and unlimited zeal and energy often set and achieve goals that extend beyond their personal lives. Two such men were Luis Hochschild Plaut and Rodolfo Beeck Navarro. These two natives of Peru believed that young Peruvians who studied in modern, well operated technical post-secondary institutions, would find meaningful and rewarding positions that would benefit them and their country.

Using their lifelong experiences as successful industrialists, Messrs. Hochschild and Beeck embarked upon a mission to establish the first privately funded technical college in Lima, Peru. Their plan was simple: enlist the moral and financial support of Peruvian industries in need of modern, well-educated technicians, obtain assistance from the United States and Germany, and begin operations within two years from the dates the foreign grants were awarded.

The result was *Technologicos Superiores (TECSUP)*, a post-secondary, pre-baccalaureate technical institution in Peru that enrolls approximately 3,000 students at its two campuses in the capital city of Lima and the southern city of Arequipa.

The tale of how these two colleges were conceived, developed and now operate, in many ways follow the steps of a successful story or cinematic production.

Messrs. Hochschild and Beeck persuaded several large Peruvian industries to donate funds for the construction of the Lima campus. They promised that once funding was secured, donor countries such as the U.S., Germany and Japan would contribute toward supplying the fledging institution with the necessary equipment and technical support. Initially, in exchange, TECSUP would open its doors to the children of each Peruvian sponsor to offer modern technical education and provide qualified technical personnel in the areas of automated manufacturing, electronic support, computer information systems, chemical laboratory technology, metallurgy, industrial maintenance, automotive and heavy

equipment technology.

Mr. Beeck, a man of exceptional talent and great political and negotiation skills, requested and received support from USAID in 1984 to begin the process of outfitting the emerging college. This \$1.2 million award was to match an equal sum promised by the German State of Baden Wurttemberg. The sum of nearly \$3 million was sufficient to outfit TECSUP for five programs enrolling approximately 1,000 students.

USAID specified that TECSUP find a "sister" U.S. technical college to assist them with their plans. Mr. Beeck, who founded the first nylon plant in Peru, was acquainted with the Dupont Company, a large chemical company headquartered in Delaware. At that time, Delaware Technical & Community



Mario Rivera Orams (left), Mr. Alberto Bejarano Heredia (next to Mr. Orams) and Dr. Orlando J. George, Jr., (center) with some of TECSUP's students in one of the college's labs.

between Delaware Tech and TECSUP.

Rodolfo Beeck's short visit to Delaware was followed by a visit to Lima by Dr. Timothy Kavel, now vice president and campus director at the Owens Campus of Delaware Tech, and Anthony S. Digenakis, the current CCID IED for that college. Delaware Tech was assigned the task to develop twenty, short-term technical courses, identify the necessary equipment and train five young Peruvian engineers, the first employees of TECSUP. For the following two years, Delaware Tech and Peruvian faculty and administrators worked together and in conjunction with German technical educators who oversaw the German donation effort.

The courses developed by Delaware Tech were translated into Spanish. The equipment was ordered, processed and shipped. Delaware Tech faculty members traveled to Peru to assist with the start-up details. TECSUP opened its doors on time and on target, continued to grow and established itself as a truly exemplary institution. Its student enrollment increased, and it soon opened a second campus to address the educational needs in another part of Peru.

As time passed, the partners slowly drifted apart, but many from Delaware Tech remembered their TECSUP experience as a major event in their academic careers. As the president

—continued on page five



Mr. Elmer Ramirez Quiroz (left), Dr. Orlando J. George, Jr., (center) and Mr. Mario Rivera Orams (right) in front of a simulator trainer at TECSUP

College was contracted by Dupont to develop and operate a very large technical education program at their research facilities. This event marked the beginning of the partnership



8 Colleges, 8 States, 3 Fields of Study, 2 Countries

Hillsborough Community College Develops New Study Abroad Model

The winter of 2003 proved to be a time of creative thinking for Hillsborough Community College (HCC). With a solid college commitment to global education, but recognizing that resources are limited, HCC developed a model that provides students from community colleges opportunities to study abroad.

Among the many questions posed, "How do we provide our students local access to global education in a time of budget cuts and limited personnel?" The answer was simple, "The CCID consortium."

In February 2003, the CCID board of directors examined the HCC model and

endorsed the approach. The model maximizes consortium membership by bringing together three different colleges, for a three-year faculty rotation to deliver a field-of-study specific program in an international setting. The model has been nicknamed "Troika" and is going to launch summer 2004.

Going from concept to implementation in such a short period of time took a commitment from CCID President John Halder. John recognized that developing study abroad programs under CCID auspices gives member colleges a viable and cost effective means to offer such programs and

strengthens the consortium's capacity as a provider of knowledge based services.

Besides advocating the concept, Dr. Gwendolyn W. Stephenson, president of Hillsborough Community College, recognized that the approach delivers immediate educational benefits to students and offers extraordinary professional development opportunities to faculty. "When faculty is invested in the development and delivery of study abroad programs, both the students and faculty return home changed from the international experience," Stephenson said. She is confident that one "multiplier effect" of this initiative will be to encourage faculty to continue infusing global perspectives into the curriculum.

Other college presidents who have joined Stephenson to make the investment in "Troika" includes: Kent Farnsworth, Crowder College, MO; Claudia E. Chiesi, Harford C.C., MD; Priscilla J. Bell, Highline C.C., WA; V. Clyde Muse, Hinds C.C., MS; Robert Paxton, Iowa Central C.C., IA; Zelema Harris, Parkland College, IL; Keith Stover, South Central Technical College, MN.

The college presidents' commitment includes raising scholarship assistance for students and encouraging active faculty involvement. Faculty members are creating affordable and academically rigorous programs. They agree to recruit qualified students. In summer 2004, eight colleges from eight states are joining together to lead students in their study of agriculture in Denmark, sustainable energy in Denmark, and nursing in Ecuador.

The early positive response to this model underscores the value of belonging to CCID. Reaching the goal of offering 24 high quality and affordable study abroad programs by summer 2009 requires one-third of the CCID college presidents to support Troika by 2006 and about twice that number by the close of the decade. Providing our students' local access to global education is within our reach.

For information on the "Troika" model, visit CCIDInc.org.

Continued from page four . . .

Realizing the Dream

of Delaware Technical & Community College and current chairman of the CCID board, I inquired whether TECSUP would be willing to summarize their efforts over the past twenty years and to show me their facilities and programs while in Peru on a personal visit.

I was invited by Mr. Mario Rivera Orams to visit TECSUP where I saw first hand the materialized dream of many Peruvians, Americans and Germans in its full operational glory. Mr. Orams, director general of TECSUP, is a success story himself. As a young chemistry graduate, he was sent to Delaware Tech along with four other engineers and scientists. They constituted the core of TECSUP's faculty, but also functioned in many other ways helping their institution grow and prosper. In less than twenty years, TECSUP stands as a testimonial to what collaborative international educational programs can achieve. TECSUP enrolls almost 3,000 students in its two campuses in Lima and Arequipa, and an additional 3,000 in distance learning classes. Approximately 20,000 individuals have been served in TECSUP's many symposiums and seminars.

TECSUP is now a proven education provider for specialized short courses, seminars and workshops in over 40 fields of study. TECSUP has truly adopted and expanded the "best practices" concept so strongly advocated by U.S. donor agencies. Beyond that, TECSUP has fulfilled the original dream of its creators. It provides world class education to young Peruvians many of whom would probably not be admitted to the Peruvian National Higher Education Institutions. These young men and women not only secure a bright future for themselves, but also provide a significant specialized work force to Peruvian industry striving to remain competitive in a changing global economy.

My visit to TECSUP was brief, but the bond between Delaware Tech and TECSUP has been re-established and will remain open as both institutions follow parallel tracks in their quest for academic excellence.

Perhaps, in the future, Delaware Tech and other CCID partnering colleges will draw upon TECSUP and its contacts as they explore mutually beneficial projects in South America.



Successful HCC Nursing Program to Ecuador Goes 'Troika'

As expressed by one nursing student, "Deciding to enroll in Hillsborough Community College's Trans-cultural Nursing course to Ecuador was one of the best decisions I have made in a long time." In summer 2004, students from other CCID colleges will be afforded the chance to make a similar "best decision."

Under the leadership of Professor Kathryn Smith, the HCC nursing program to Ecuador is open to students from all CCID colleges starting next summer. "The CCID troika model allows me to share responsibility for student recruitment with faculty from other colleges and it expands possibilities for faculty and student exchanges with our Ecuadorian partners," Smith said.

Pam Reeves from Hinds Community College traveled with the Hillsborough group this year to learn more. She is now designing a course to afford Hinds students access to this opportunity. Highline Community College plans to do the same.

In July 2003, Smith and Reeves led a group of eight students to the urban setting of Quito and rain forest environment of the Napo Province in Ecuador. The students ranged in age from 21 to 50 years. About half of the group had extensive international travel experience - the balance little or none.

During one week in Quito with their counterparts from the University of Central Ecuador, the Hillsborough students learned that nurses in Ecuador must function with little or no equipment, supplies and medications. Watching the Ecuadorian nurses deliver care under these circumstances provoked one student to comment that she had witnessed "true nursing." After seeing one nurse care for more than 30 patients, another student shared that she had gained a whole new perspective on the stress and working conditions associated with her job in the states.

During the second week, the group's focus shifted to an examination of health care practices among the Quichua, an indigenous group in Ecuador. During two days of clinics, students assisted a doctor assessing the

health of children and adults in a community located along the Napo River. The students administered medicine to treat intestinal parasites common in this region of the country. In total, they cared for 74 children and 29 adults.

While visiting the Quichua people, Spanish and English speaking members of the HCC group found communication a challenge since no one could speak Quichua. Learning to communicate non-verbally became a necessity. In the process, members of the group gained a deeper understanding of how

non-English speaking patients in the United States feel when admitted to the hospital for care.

Individuals who participated in this extraordinary program spent a considerable amount of time discussing the benefits of the experience to their practice of the profession. A consensus emerged from the group on one important point. There is no "one size fits all" approach when treating patients from different cultures.

For more information on the CCID nursing program to Ecuador, visit CCIDInc.org.

Iowa Central President Paxton 'On Board'

ICCC Embraces 'Troika'

For a number of years Iowa Central Community College has participated in short term generic study abroad programs as well as the Iowa Community College Semester in London program. The college, however, wanted discipline specific programs that would afford both students and staff opportunities to study abroad. As soon as he learned about the CCID programs to Denmark focused on sustainable energy and agriculture, President Bob Paxton and the staff at Iowa Central were "on board." Dr. Paxton immediately designated funds for eight partial scholarships for qualified students.

Located in north central Iowa, Iowa Central has become an important site for the development of wind farms. Moreover, this region of the state is agriculture dependent. Sustainable energy and agriculture, therefore, are fields familiar to students and staff alike. Combine field-of-study relevance with a destination country as attractive as Denmark, especially given the home stay aspect, and you have an extraordi-

nary opportunity for students to experience a different culture.

Though Iowa Central did not have any curriculum developed in the area of sustainable energy, Ray Beets, chair of Industrial Technology, had a strong academic background in energy. He and his wife Michelle, coordinator of the Multi Media Marketing program, participated in the exploration trip this past summer. Both are now great sales people for the program. Their contagious enthusiasm has inspired Jerrod Carlson, director of the Agriculture program, who already has students standing in line for the available scholarship funds.

These programs are what students want. Most do not have the funding or the time to spend a semester abroad. Yet, they are eager to explore other cultures and countries, especially when there is a rigorous and relevant learning component attached. In the view of Iowa Central, CCID's "Troika" model significantly increases community college students' access to study abroad.



Professional Development Program to England a Scorching Success



This year's professional development program to England was well received by its participants in spite of some unusual conditions. The program took place in late June during one of the hottest summers on record in Europe. Most hotels and places of business are not air-conditioned. The bus rides were warmer than usual as a heat valve was stuck in the on position pumping hot air into our bus. In spite of these difficulties everyone coped well.



The program portion of the experience was well received as presentations were made on a variety of topics such as Contemporary Issues in England, England and the E.U. Professional visits included Stratford-upon-Avon, Warwick Castle, George Washington's ancestral home at Sulgrave Manor, the Tresham Trail and the college town of Cambridge.

"I want to thank the staff of our partner college, the Tresham Institute, for helping make the land arrangements and providing our speakers," said program leader Bob Keener of Sinclair Community College.

The professional development program for summer '04 is titled "The Italian City as a Classroom" and will take place June 15 - 26, 2004. Programs beyond 2004 are in development now and will be announced soon.

Here are a few photos from this year's professional development program in England



Photos clockwise from the top right: Michael Howley discusses social issues in contemporary Britain; Eleanor's Cross in Geddington; punting on the Cam River in Cambridge; Sulgrave Manor, George Washington's ancestral home; All of us at the Triangular Lodge on the Tresham Trail; A view of the Thames River from the London Eye; Barry Chambers discusses the development of the Kettering area; the Great Hall at Warrick Castle.





Highline Community College Continues to Build Relationships in Southern Africa

Summer 2003 saw eleven Highline Community College (Des Moines, Washington) faculty members and staff travel to South Africa and Namibia to work with their counterparts on a range of grant projects. Several teams focused on retention projects at the Polytechnic of Namibia (Windhoek, Namibia) and Cape Technikon (Cape Town, South Africa). These initiatives were funded through USAID's Africa Education Initiative (formerly Education for Development and Democracy).

Others collaborated on activities related to entrepreneur education, while the remaining travelers were engaged in HCC's project with False Bay College (Muizenberg, South Africa) that funds the creation of a supported employment model for training the disabled for specific jobs with cooperating companies. USAID, through the Association Liaison Office for Universities for Development, provided the money for these grants.

Four Highline faculty members traveled to southern Africa for the first

time to follow up on visits by their southern African counterparts completed earlier in the summer. Derek Greenfield (sociology and College 100) discussed strategies for adapting HCC's College 100 model to the southern Africa context as an aid to student success at both the Polytechnic of Namibia and Cape Technikon. This ten-week, two-hours per week voluntary course familiarizes new students with college resources, provides study skills training, develops connections between faculty members and students, and students with one another, and better equips them to shoulder the responsibilities that come with college life. Both Cape Technikon and the Polytechnic of Namibia have a keen interest in finding ways to redesign this approach to better serve their students.

Dr. Kaddee Lawrence (biology) discussed adjusting classroom pedagogies in the sciences to meet the needs of students who have a variety of learning styles. She used examples from the challenges she has faced in

her HCC classrooms teaching under-prepared learners who often have English as a third or fourth language, and how the changes she is making have helped her students continue through her courses. Dr. Vickie Ropp (speech/communication) spoke to similar issues as they pertain to the humanities and the need for cross-disciplinary collaboration if retention figures are to improve.

Alice Madsen (education) worked with False Bay College personnel on inclusive learning with a particular focus on the disabled. "I feel that I learned a lot from the experience, and will continue to reflect on it for a long time," commented Madsen, summing it up for the other first timers in Africa.

The contacts all HCC participants made and the relationships they have fostered come back to their classrooms. "There are just so many great opportunities for working together," commented Meg Ryan (business/marketing), "and our students will continue to benefit from our connections with our southern Africa partners."

EICCD Chancellor Blong Receives CEO of the Year Award



Dr. John Blong

Dr. John Blong, chancellor of the Eastern Iowa Community College District (EICCD), has received the Association of Community College Trustees' (ACCT)

2003 Central Region Chief Executive Officer of the Year award. Dr. Blong received the award at the ACCT Regional Leadership Conference in June. He was selected from a pool of candi-

dates from eight states and 184 colleges.

During his 16-year tenure as chancellor, Dr. Blong has been recognized nationally among community colleges for his leadership in the areas of global education, resource development, continuous quality improvement, and career technologies. In the past 10 years he has initiated public-private partnerships to create two state-of-the-art technology centers, the Graphic Arts Technology Center in Clinton and the Manufacturing Technology Center in Davenport. Dr. Blong has served on the boards of several organizations, including AACC, Community Colleges for International Development and Partnership for Environmental Technology Education.

EICCD board members nominated Dr. Blong. President Kirby Kleffman said,

"Dr. Blong is a man of formidable vision and decisive action, able to forge productive partnerships and create alliances among groups with divergent interests. As a board, we know exactly where he stands on all issues, and we appreciate his straightforward honesty and his commitment to keeping us informed."

The award criteria include innovation and efforts in furthering the cause of community colleges, and outstanding characteristics.

ACCT is a non-profit educational organization of governing boards representing 6,500 elected and appointed trustees who govern more than 1,200 community, technical and junior colleges in the United States, Canada and England.



Area CCID Committee Reports

CCID Asia Subcommittee Summary Report, July 2003

The subcommittee has met twice during the past twelve months.

Mission

To build, broaden and increase working relationships among CCID colleges for the purpose of building cooperative relationships and partnerships with individuals, institutions and organizations in Asia that strengthen opportunities for education and training programs.

Goal

To strengthen existing and develop new institutional and organizational relationships and partnerships in Asia.

General Objectives and Related Activities:

- Inventory Asian expertise and experience of CCID college faculty and staff including program strengths, expertise, funding resources, partners/agencies, possible future projects and strategic alliances.
- Create a database to track the expertise and project experiences of subcommittee members.
- Initiate a professional development seminar to one or more Asian countries by December 2005 (with a focus on Japan and Thailand).
- Disseminate results from inventories using the CCID/Asian subcommittee Intranet and web site.
- Forge a sister college relationship/partnership to promote faculty and student exchanges, curricular development and training projects by the 2005 winter CCID conference.
- Develop a faculty led study abroad program for students in a discipline, field or program organized by the Asian Subcommittee by the end of summer 2004.
- Establish a cooperative relationship or partnership with U.S. based organizations with extensive networks and/or expertise in Asia by the 2005 winter CCID conference.
- Continually research Asian educational training needs.
- Continually identify funding sources and partnerships for doing and exporting education and training in Asia.
- Include the Pacific Islands/Basin countries as part of the Asia Subcommittee's development focuses.
- Continually assist with the development of community colleges/work force development initiatives in Asia and Pacific Basin.

Possible Areas of CCID Concentrated Involvement:

- Development of community colleges in Asia and the Pacific Basin.
- ESL/ESP teacher recruitment, training and retention.
- Student mobility/study abroad.
- International accreditation.
- International articulation of classes, programs and

degrees and transfer programs.

- Marketing and selling of CCID Community College programs and services.

CCID may also be able to pursue:

- Technical assistance in terms of direct service, third party funding sources, and project monitoring/evaluation.
- Protocol activities.
- Programs and professional development.

CCID Caribbean and Latin American Subcommittee

At the CCID Summer Institute, held in Baltimore and hosted by Howard Community College, the Caribbean and Latin America subcommittees agreed to merge into one committee. Dr. Nielsen and Connie Mays, Kirkwood Community College will provide administrative support to the committee. Current committee projects include:

- A professional development program will be developed for the Dominican Republic, centered on the work that Don Matthews, Daytona Beach Community College, has done.
- The CCID/Trustee Initiative in Belize, chaired by Michael Brennan, Hillsborough Community College, will be continued and expanded. With both trustee (ACCT) and administrative support and involvement, this project has great potential. Further discussions and funding options will be developed during the fall.
- An inventory of study abroad programs in the Caribbean/Latin America will be developed and shared.

The Eastern European CCID Subcommittee

The subcommittee has met on a number of occasions, mainly via conference call, but also at CCID meetings. Among the activities undertaken has been an inventory of the various colleges and their projects, and research into funding sources.

Although barriers currently exist in dealing with Eastern Europe, the benefits of building relationships with this part of the world are inherent in fostering the empowerment of democratic societies in this region through education and enhanced understanding of diverse cultures.

The success of individual colleges, and the continued interest of the parties involved in the Barents project hold promises for deeper involvement in Eastern Europe for CCID and CCID affiliates. To that end the following are recommended:

- Identify colleges with an interest in partnering, in order to create synergy in proposal writing.
- Pursue funding for the Barents project.
- Research the other various funding potentials.

The encouragement of State Department officials at the recent CCID Summer Institute brought to the attention of the subcommittee the amount of funding available for Eastern European activities.



CCID Calendar of Events

November 3, 2003

Deadline for submissions for the CCID Professional Development Program.

November 12, 2003

CCID together with AACC, ACIIE and ICCD present live the 4th National Videoconference:

“Local Access to Global Education: Study Abroad and the Community College”

To register online, and view program and presenter information, go to: <http://ccid.kirkwood.cc.ia.us/memberactivities/videoconference/index.htm>

November 30, 2003

Deadline for Nominations

CCID is accepting nominations for:

“The Dr. Werner Kubsch Award for Outstanding Achievement in International Education”

The award is given to a community college educator who has demonstrated outstanding achievement in international education related to community colleges, and to the betterment of international relations.

Nominations accepted online by at:

<http://ccid.kirkwood.cc.ia.us/memberactivities/wernerkubschwerner.htm>

February 14-17, 2004

CCID 27th Annual Conference in Orlando, Florida Hosted by Daytona Beach Community College.

“Community Colleges in the World - Including the Excluded”

Major events continue to transform social, economic, and political life globally. The CCID 27th Annual Conference focuses on efforts to promote the economic development of nations through education and training. At the center of discussion will be the role of community colleges worldwide, and their contribution to the well being of nations. At the same time, we will explore the role of the U.S. community college in educating our students, faculty and citizens for the global economy. Through the FAO/ UNESCO collaboration, one of this year's conference tracks will focus on education of rural populations.

Keynote Speakers include:

- Ms. Lavinia Gasperini (invited): Senior Officer, Food and Agriculture Organization of the United Nations.
- Mr. Primo Gonzaga, (invited): IFOA, Italy
- Ms. Sofia Leticia Morales Garza, (invited): Director, Organization of American States.

To submit a paper, follow a link on the CCID home page. Call for Papers deadline is October 31, 2003. To register online, please go to:

<http://ccid.kirkwood.cc.ia.us/calendar/annualconfer/orlando2004.htm>

Winter 2004

Student Study Abroad - Australia

Australia, Study Abroad Winter 2004, Melbourne, Victoria

This program is a unique collaboration among member colleges of the Australian American Education Alliance and

CCID. The purpose: to provide a structured study abroad experience that meets the needs of U.S. community college students. The main U.S. sponsor is Green River Community College in Washington State. Programs in Australia are provided by NMIT.

This is the fourth year of successful operation for this collaborative program. Students have delivered very positive reports on their experiences and survey results are available on request. Students typically find this a significant and enriching experience in their development, which has helped them to mature and develop confidence and focus. Many have said that the experience has positively changed their life and outlook with lasting benefit.

Please request program brochure for further details: Cindy Card, Study Abroad Coordinator, Green River Community College, (253) 833-9111, ext. 2160. ccard@greenriver.edu

NOTE:

Community colleges may participate in this program by marketing, and sending students from their campus. More details from: ccard@greenriver.edu

May-June, 2004

Study Abroad in Denmark - CCID and YFU Denmark are offering two, fourteen-day college credit programs:

“International Perspectives on Sustainable Energy” and ***“Sustainable Agriculture”***

Both programs will be conducted in May-June, 2004.

Please visit our new web site: www.ccidinc.org. More details are coming up in the fall of 2003.

July 15-26, 2004

CCID Professional Development Activity, Summer 2004:

“The Italian City as a Classroom”

The cities of Rome, Florence and Venice will be visited. Participants will learn of Italy's historic and artistic achievements as well as its current political, economic and business environments. A variety of museums, educational institutions and historical cultural sites will be visited, demonstrating how an Italian city can be pedagogically utilized across the curriculum to internationalize it. This program will appeal to faculty in the fields of art, architecture, Italian language, fashion and interior design, economics, political science, history and business.

Details at:

<http://ccid.kirkwood.cc.ia.us/> then to the Calendar of Events.

July 17-19, 2004

CCID Summer Institute at the Crowne Plaza Hotel in downtown Seattle, hosted by Green River Community College.

This planning and professional development activity, for those within the CCID “family,” will include a focus on:

- Asia: The opportunities and the challenges
- Study Abroad: Training to make it work

Details will be posted on the CCID web site:

<http://ccid.kirkwood.cc.ia.us> in early spring 2004.

February 2005

CCID 28th Annual Conference, February 2005: San Diego, CA
Please mark your calendar. Details are to follow.



Students Study in Salamanca

Camilla Colby of Fresno City College and Francesca Velázquez of Reedley College accompanied a group of eleven students to Salamanca, Spain for a month as part of State Center Community College District's Summer Abroad Program. The students stayed with Spanish families, ate meals with them, and practiced their Spanish while learning first hand about Spanish family life.

Study took place at a Spanish language school, Colegio Delibes, with patient, enthusiastic and well-trained teachers.

The eleven students in the program were a diverse group: a retired university professor, a public health nurse, three students from Reedley College, one from California State University Fresno, and the rest from Fresno City College.

Salamanca, voted the number one city of culture by the European Union, offered a rich variety of activities and events, such as Jazz in the Streets, Spanish Film Week, Puppets in the Park, dance and theater performances, classical and pop concerts, and art exhibits. Salamanca is a walking city, so students walked everywhere.



The old and new cathedral in Salamanca and the Tormes River

Catalonian city of Barcelona to enjoy the beaches and incredible museums, while the other instructor joined friends in the enchanting pilgrimage city of Santiago de Compostela.

Students report enormous improvement in their command of Spanish, a wonderful respect for Spanish family life, and a love for tapas, the early main meal, the siesta, and the late nightlife. More profoundly, students talk about their trip as a life altering experience, culminating in increased self-confidence and a deep respect for not just the culture of Spain, but also for the culture of other countries. As one student sums up his experience, "I have fallen in love with Spain and will definitely go back."



Part of the study abroad group in the hills of La Alberca, a town southwest of Portugal. Portugal can be seen at a distance.

The traditional "paseo" can still be observed, especially in the beautiful Plaza Mayor, reputedly the most beautiful in the world. Students unanimously expressed appreciation for the time they spent at the Plaza Mayor strolling, eating tapas (Spanish version of hors d'oeuvres), listening to the "tunas" (university choral groups), and chatting while observing Spanish families and the many international students who flock to Salamanca in summer to study Spanish.

The school organized many activities including historical lectures. On weekends students traveled to different Spanish cities. Four went to Pamplona to see the running of the bulls—and one student even joined in on the running! Four others braved a long, hot train ride to Granada to visit the beautiful Moorish palace, the Alhambra. Another student joined a tour group to the Virgin of Fatima grotto in Portugal. One of the instructors went with her family to the



Students shopping at La Alberca after a guided tour of the town on the day of Corpus Christi.



Kirkwood Faculty Selected for MIIIE's Title VI Workshop



Theo Sypris and Gloria May share ideas in Kalamazoo workshop funded by Title VI.

Two Kirkwood faculty members, Dr. Catherine Schaff-Stump, English department, and Gloria May, International Studies, participated in a Title VI summer workshop sponsored by the Midwest Institute for International, Intercultural Education (MIIE). Theo Sypris, director of the Midwest Insti-

tute, and Jeff Henderson, Title VI Grant director, both played an active part in helping the represented schools develop curriculum that reflects the globalization of specific classes.

Held in Kalamazoo, Michigan, this Title VI workshop supported an interdepartmental initiative to provide a smooth transition for international students moving from second language acquisition to credit classes. Kirkwood proposed a project that strengthened the bridge between the advanced level of ESL Composition and the Elements of Writing course in the English department. Students from the United States seeking a global perspective to their studies at Kirkwood would also benefit from this initiative through direct interaction with students who represent over 90 different countries on this campus.

Students in both courses, Elements of Writing and advanced ESL Composition,

will use portfolios and a research paper. Both classes will focus on controversial issues as represented in the media as a beginning point. They will then develop critical reading, thinking and writing skills using each student's international perspectives and experiences. The culminating activities will then take one further step - moving from an international perspective to a global perspective.

Through the efforts of everyone working with this Title VI grant, all the participants left at the end of the week with a very clear understanding of the difference between internationalizing the curriculum and globalizing the curriculum. The speakers shared a lot of insight into specific issues, personal perspectives, interpretation of globally relevant statistics, and academic implications in this very complex world.

IRCC Launches Successful Study Abroad Program



At the Tower of London, Paddington Bear kept a straight face like the other "Beefeater" guards despite student Frances Ferrato's attempt to make him smile.

From the London Bridge to the Scottish Highlands, Great Britain provided a fascinating educational experience for six Indian River Community College (IRCC), students this summer. The students had the opportunity to earn six college credits enhanced by tours to some of the world's most famous historical sites. The group marveled at the artifacts in the British Museum, bemoaned the fate of prisoners in the Tower of London, and gathered round Poets' Corner in Westminster Abbey. A highlight was the side trip to Edinburgh and escape from the hottest London summer in decades. An important aspect of the trip was first-hand exposure to another country, a first-time experience for many of the participants.

The "Multi-Cultural London Encounter" was offered in cooperation with Florida State University (FSU), and the students lived at the FSU London Study

Centre in central London. They earned three credits in international relations from IRCC and three credits from FSU in the history of Africa, with an emphasis on multiculturalism. The complementary courses were taught by Dr. Richard Mulanax, IRCC professor of history, who conducted the tours as well. Participating students were Frances Ferrato, Jordan Norton, Denise Osterfeld, Rochelle Popp, Jennifer Parker, and Nikkie Riedel.

Helping to make the study abroad program possible was the IRCC Foundation which provided scholarships for several of the students.

Due to the success of this pilot program, IRCC plans to explore other study abroad opportunities, including a summer study program in Florence, Italy.

The IRCC Study Abroad program is sponsored by the college's Global Awareness Committee.



Hinds International Marketing Class Visits Costa Rica

by Dr. John J. Woods

The International Business program at the Hinds Community College (HCC) in conjunction with a Title VI grant administered by the International Trade Center, a division of the RCU for Economic Development located at Eagle Ridge Conference Center, sponsored a faculty, staff, and student visit to Costa Rica in late May.

For many of us in the group traveling on this economic development and educational tour, it was our first venture south of the United States border to a Central American country. Ironically, the international business focus of the Title VI grant was to focus on Asia culminating with a trip to China. However, with the advent of SARS the U.S. Department of State advised Americans not to visit China. The planning staff of the RCU made a hasty evaluation of the situation, and reorganized the trip focus to Costa Rica.

Whatever impressions we might have had that Costa Rica was some type of third world country were quickly dispelled the minute we walked into the modern airport terminal at San Jose. In short order though we did learn that Costa Rica, though building a vibrant economy, is struggling with many social and political issues like most Latin American democracies.

Costa Rica is a relatively small country 32,000 square miles in size with a population of four million. In contrast the state of Mississippi is 46,000 square miles in size with a population a little over 2.5 million. Costa Rica's terrain is quite mountainous with active volcanoes in the highlands. Hillsides are covered with coffee plants and banana plantations. Its white sand beaches on both the Caribbean Sea and Pacific Ocean sides rival any in the world. A huge tourist destination, Costa Rica is known for its fantastic saltwater fishing, eco-tours, and rain forests.

The capital San Jose is a typical hustle and bustle metropolitan city, although the streets are quite cramped by our standards. Cars and buses whirl by at breakneck speeds mixing in traffic with motor scooters and

bicycles. Bus transportation is the mode of mass transit in Costa Rica.

Our base of operations in Costa Rica was the Britannia Hotel. Open air hallways lined with beautiful wood floors and paneling, the hotel had the ambience of an old Victorian mansion. The rooms were modern and extremely clean, though some thought they could do with some new room air conditioners to chill off the thick humid air.

During our visit to Costa Rica the Hinds group made a number of tours including museums and business entities. A tour of the Seton Company, headquartered in Pennsylvania was a highlight as an industrial visit. The brand new factory cut and sized all the materials for the leather seating for the General Motors Cadillac line, and all Ford trucks made in America.

The plant manager was a very gracious host explained that the education level of the work force in Costa Rica made it possible to train employees to maximum production in a very short time. Costa Rica has one of the highest literacy rates for its populace in the world at 96.2 percent. Mandatory education has been free in Costa Rica since 1948 when the government disbanded its military force in favor of channeling the money into education. These dividends are beginning to pay off.

A bus trip of over five hours, covering only about 180 miles, took us to the base of the Arenal Volcano. Unloading at the Volcano Lodge we could easily view smoke rising from the peak of the nearby volcano. The next evening our group experienced a quite rare event when the volcano had a minor "burp" eruption. Pulling the bus off the highway momentarily we could see the red-hot lava spewing out the top of the crater and flowing down the hillside. Our tour guide said it was very unusual to see the volcano erupt, an event that added a special moment for our group.

Other tours and stopovers included the Flamingo Beach resort area, which included a day of shopping at the local market, and the opportunity to test the regional seafood. We all agreed that the



Hinds students, faculty members and staff visit Seton Company in Alajuela, Costa Rica.

sea bass fixed in two dozen different ways topped our list of favorites. From this hotel we signed up for an eco-tour down a local river in which we were able to photograph numerous species of local wildlife including many birds, iguanas, monkeys, and alligators. In the rural areas of Costa Rica one can really discover how beautiful a country this is.

The Hinds group also met with officials of the U.S. Embassy in San Jose as well as the American Chamber of Commerce office. Commercial business between Costa Rica and the United States is quite active. It is interesting to note that many companies that moved manufacturing facilities from the United States to Mexico are now realizing that the Mexican work force has not been able to sustain the high quality levels demanded by many of these companies. They are now turning to Costa Rica for many of these processing steps before returning sub-assemblies to the U.S. for final work.

As with any international travel experience, it is a fantastic opportunity to widen one's horizon on the world. Though we certainly came away with the feeling that "there's no place like home," it is essential that we continue to reach out to these international contacts to broaden our collective sense of the global marketplace and societies other than our own.



Sinclair Searches for Its Roots



(left to right) Andy Bailey, Sian McDonald, Steve Johnson and Dave Casgwell

The end of July found new Sinclair Community College President Steven Lee Johnson and IED Bob Keener traveling to England and Scotland. In England the duo met with Tresham Institute principal Sian McDonald and her staff. Dr. Johnson had not met the Tresham management team previously and he needed to become more familiar with Tresham and its programs as activities between the two sister colleges are expanding.

Among the new activities that are going to be taking place are: Sinclair's Culinary competition team will visit Tresham and participate in a competition in London; video conference programs involving students and faculty members; student and faculty member exchanges and continued support to assist Sinclair in the creation of a professional development program for CCID.

"We have a twenty-year history of working together and I needed to know more about Tresham so I can more effectively help our sister college relationship grow and mature to involve more students and faculty," stated Johnson.

Following the visit to Tresham, the duo traveled to the far north of Scotland to learn more about Sinclair's founder David Sinclair. While there the two met Hugh Logan, principal, and Donald MacBeath, vice principal, of The North Highlands College.

"They are very innovative in how

they serve such a large county with a population of 33,000. Unique partnerships with other educational institutions and a creative distance education program have enabled them to serve their constituency very well," observed Johnson.

"Don MacBeath was very helpful showing us around County Caithness and introducing us to clan Sinclair people," stated Keener.

Of special interest to the Sinclair College representatives was the area where David Sinclair was born and the Sinclair Castle. Though now in ruins, the castle once demonstrated the power of the clan. Now conservation efforts are under way to save what remains.



Sinclair Castle, once the home of Clan Sinclair

"It was a great introduction and history lesson for us to better understand more about the man our college is named after. We also have great admiration for those keeping the history of clan Sinclair alive in northern Scotland," stated Johnson.

Missouri Students to Benefit From Grant

Community college students in Missouri will be more informed globally, thanks to a project years in the making.

The Title VI-A grant project, is a cooperative venture between the U.S. Department of Education and the 12 community college districts of Missouri, including their 17 colleges or campuses. It is the result of several years of planning by representative of the Missouri Community College Association's Missouri Consortium for Global Education (MCCA/MCGE), a body consisting of representatives from each of the 17 community colleges in the state.

"The goal of the project is to produce more globally competent citizens by enhancing global studies and foreign language teaching and learning in Missouri's community colleges," said Ethel Sawyer, grant writer and project co-director.

The three-year project, which began in July 2002, is in its second year. The project offers faculty members develop-

ment, enrichment, and training opportunities in the form of workshops, seminars, consultation, immersion experiences, training in distance course delivery techniques and other incentives to focus on offering quality global education programming for community college students of Missouri.

"Twenty-four faculty members representing community colleges throughout Missouri participated in year one of the project, internationalizing courses and curricula through infusion of historical and cultural frameworks, concepts, perspectives and languages of countries of Pacific Asia," said Sawyer. Thirty-five faculty members are participating in year two. They are focusing on countries and cultures of Latin America and the Caribbean.

"In addition to current global education courses being strengthened, new courses and curricula will also be offered," said Sawyer. For example, new courses are being prepared for online offering, and foreign language courses not currently offered by community

—continued on page 15



Experiences from Croatia Slovenia Study Abroad Program

During May 17-27, 2003, a group of students, faculty members, administrators, and members of the business community from the Lakeland Community College area embarked on a study tour and trade mission to Slovenia and Croatia as part of a larger experiential learning initiative of the college. Emerging Markets and Transitional Economies, an ongoing project, focused on central and eastern European nations in transition from former Communist regimes. Both Slovenia and Croatia were part of the former Yugoslav Republic to hold free elections in 1990, closely followed by Croatia. Both nations declared independence in 1991.

The tour began in Ljubljana, the capital of Slovenia, where the group participated in presentations and panels spanning topics such as trade

in 2004. The group also visited the Bled School of Management, one of the top international business schools in Europe and toured the production sites of Lek, Slovenia's leading pharmaceutical company and the Renault-Revoz factory in Novo Mesto.

After three days in Slovenia, the tour continued on to Rijeka, Croatia. As the second largest city in Croatia, Rijeka is an important industrial center, located on the Adriatic Coast at Kvarner Bay. The group visited the nearby historic town of Opatija, then continued on to the Croatian capital, Zagreb. In Zagreb, the group participated in meetings with members of the faculty and administration at the University of Zagreb and at the Institute of

Economics. We also visited the Elka, the leading cable producing industry in the former Yugoslav Republics of Croatia, Slovenia and Bosnia and Herzegovina. The meetings in Zagreb focused on the overview of the Croatia economy, the position of Croatia in the region and recent political and economic changes in the country. Like Slovenia, Croatia is preparing to join the E.U.; however, due to

massive damage to economic, political and social infrastructures during the war in the 1990's, Croatia expects a later accession date closer to 2007.



Faculty members, students, and business representatives from Lakeland at the Dragon Bridge in Ljubljana, Slovenia



Representatives from Lakeland at the Institute of Economics in Zagreb, Croatia during study abroad program

and investments in Slovenia, health care and accession into the European Union (E.U.). Slovenia is part of the first wave of nations to join the E.U. and the country expects to gain entry

The tour concluded in Dubrovnik, Croatia, the southern most point of the country. Dubrovnik is a walled, medieval city rich in cultural and historical monuments. After Croatia's declaration of independence in 1991, the city was devastated by brutal attacks by Serbian and Montenegrin forces intending to destroy this historic territory. Bombing continued in Dubrovnik for eight months in 1991. Today, Dubrovnik is protected as a UNESCO World Heritage Site and has been largely restored. Our group participated in lectures in the Inter-university Centre in Dubrovnik, where over 30,000 volumes, including important historical archives, were destroyed during the war. In fact, one can view the charred remains of one of the few books saved in the main entrance to the University Centre.

Throughout the tour, participants were able to compare and contrast the economic strategies and national priorities of both countries. Students and faculty members who participated in the study tour will give presentations during fall semester regarding their experiences, finding and ongoing Lakeland projects in central and Eastern Europe. It is also part of the international initiative for Lakeland Community College.

Continued from page 14 . . .

Missouri Students to Benefit from Grant

colleges in the state will be offered via distance learning techniques.

"The projects' final year will focus on developing a global studies certificate in language and culture. This a major culminating activity of the project," said Sawyer, "because community college students throughout the state, not just those in urban centers, will have this certificate available to them."



St. Louis Community College Hosts International Telecommunication Students



Eighteen students from the Caribbean and Central America are studying telecommunications at the Florissant Valley campus of St. Louis Community College. The program runs through spring 2005.

St. Louis Community College (SLCC), extends its borders with the addition of 18 students from Central America and the Caribbean.

By way of the district's International Education department, SLCC-Florissant Valley is welcoming to its campus students with the Cooperative Association of States for Scholarship (CASS) Telecommunications program. CASS students study for two years at the college, where they will eventually earn an associate degree. CASS program coordinator David West says the program stresses hands-on experiences in and out of the classroom.

"Students will initially receive intensive English as a Second Language instruction, live with a host family and participate in activities in United States culture," West explained.

"Upon completion of the first semester, students will take classes with other students in their respective academic disciplines. Participants will also receive tutoring and additional guidance from designated mentors. The students will also take part in service learning activities to enhance and supplement their education," West said.

Students participating in the two-year program come from El Salvador, Guatemala, Honduras, Jamaica, Haiti and the Dominican Republic. West says that while in the St. Louis area, CASS participants will get a chance to learn about the local community as well.

"Community organizations provide comprehensive internships, special seminars and workshops," he explained. "Institutions like the Missouri Botanical Garden, St. Louis Science Center and Zoo are partnering with us to round out the students' educational experience."

West says the program's goal is to provide a specialized education to participants in the study of telecommunications. The U.S. Agency for International Development has identified telecommunications as an area in need of more workers. Once students complete their education with

SLCC, they are to return to their home country.

"Students will be employed in their field and in that way, help their families, contribute to the immediate community (of their home country) and overall, help increase the numbers of professionals in their country," West explained. "Because the program offers a lot more than just an academic education, we hope participants will become leaders in their community and effective agents of change." West continued.

Hemeuve Mercier, 23, of Cape Haitian, Haiti, is proud to represent his

country here in the states.

"I will have abilities and skills to share with my community at home," Mercier said. "I will get a good education and be a leader at home."

The benefits of the program extend to the participants' host, SLCC, as well. West says the college and its environs have much to gain from its visitors.

"The introduction of international students to the college population exposes our students to others with different viewpoints and cultures," West explained. "As a result SLCC students have an increased understanding of other cultures. The mere presence of CASS participants, as well as other international students, has enabled our overall student population to expand their horizons."

The CASS program was established 1989, with funding provided by U.S. Congress and managed by the College International Education Development office at Georgetown University in Washington, D.C. The organization was created in response to recommendations of a congressional commission that found the United States, when compared to the former Soviet Union, lagging in its scholarships to Central American students. The commission hoped the increased interaction would improve overall relations between the U.S. and Central America.

The Italian City as a Classroom

With the summer professional development program in England just completed, information about the summer 2004 program in Italy is now available. Visiting the cities of Rome, Florence and Venice will showcase how the resources of these cities can be utilized in the instructional process. Lectures/presentation will be given on Italian history, art history, education and politics. In all eight cities will be visited along with many museums and the Isle of Capri.

This program for CCID faculty members will run from June 15 to 26, 2004 departing out of JFK Airport. The cost is \$3,799 based on double occupancy. To see the daily itinerary and a more detailed program description, visit the CCID web site: <http://ccid.kirkwood.cc.ia.us>. For additional information you may contact the program leader Patricia Scarfone at Coast Community College by telephone: (714) 438-4702 or e-mail: pscarfone@mail.cccd.edu.



Kirkwood Study Abroad Program 'Un Gran Éxito' in Madrid, Spain 2003

by Richard Heath

Thirteen Kirkwood Community College students had the unprecedented opportunity to attend one of the most prestigious universities of all Spanish speaking countries, La Universidad Complutense de Madrid, which hosted an international community of students during their summer program in Spanish language, literature, culture and civilization in Madrid, Spain, July 2003. Spanish instructor Richard Heath of the Iowa City campus accompanied the group.

Located in the heart of Spain, Madrid is a robust and densely populated metropolis of five million in the greater metropolitan area. While Kirkwood students sojourned in Madrid for a period of three weeks and embarked to neighboring regions, they were able to experience savory regional "tapa" dishes, including the typical "tortilla española" (potato-based Spanish omelet) in addition to thrilling taurine spectacles, including the annual Fiesta of San Fermín and Running of the Bulls in Pamplona.

Lodging

The Colegio Mayor Santa Mónica, a university student dorm, provided Kirkwood participants with "pensión completa" (full room and board with private room; three meals daily), and the opportunity to meet scores of students from varying home institutions. In addition to the dorm rooms and cafeteria, the facility also provided students with a director and three assistants available twenty-four hours a day, a computer lab equipped with word processing applications and Internet connection, a swimming pool and a recreation room. Although an initial shock was the lack of air conditioned rooms, students commented positively on having their own room, the swimming pool, and meeting new friends.

Classes

From the Colegio Mayor, students walked 25 minutes each way in mostly blistering heat of up to 110° F to arrive to their classes. Participants attended intensive Spanish language classes four hours a day, five days a week for their three-week stay. Class sessions comprised two hours of grammar instruction and practice, one hour of conversation and another of composition. Following the required block of classes students could opt to attend conferences on Spanish history, art, literature and music, for example. The university also provided weekly opportunities to see popular Spanish films and cultural videos on campus underscoring the significance of the lives of famous artists Diego Velázquez, Francisco Goya, Pablo Picasso, and the Spanish Civil War. The final day



Kirkwood students in Pamplona are dressed in red and white for the Fiesta de San Fermín and Running of the Bulls.

of classes, July 30, comprised an "Acto de Clausura" in which the Spanish learner was awarded a certificate of completion listing each course completed and grades earned.

The overall positive feedback about the classes included things such as the diversity of classmates (from Holland, France, Great Britain, for example), the exclusive use of Spanish in the classroom, and the increase in cultural awareness through total immersion.

Excursions

The first destination outside Madrid took the group up north in Basque country to Pamplona for the annual "Encierro" or Running of the Bulls during the July 11-13 weekend. Runners and spectators alike sported the typical white apparel and red handkerchiefs and sashes. The two-minute "encierro" began promptly at 8:00 a.m. following the chant "¡Viva San Fermín!", referring to the first bishop and patron saint of Pamplona. Each morning most Kirkwood students chose front row seats in the "plaza de toros" (bull ring) to see where the bulls ended up after the run. Most of the celebration happens right in the streets and mostly at night.

Other areas that were visited include San Sebastián, Burgos (burial site of Spanish hero El Cid), Medinaceli (an ancient Roman town) and Toledo (former capital city of Spain for over a thousand years), and Biarritz, France (an ocean town in southwestern France along the Bay of Biscay).

Some significant sites seen in Madrid were El Prado Museum, Reina Sofia Museum, La Plaza Mayor, El Palacio Real, El Parque del Buen Retiro, Puerta del Sol (marks center of downtown Madrid), various churches, cathedrals, and other areas embodying French, German, Moorish, Jewish and Roman influences.

Positive feedback about the program included: the university instructors' competence, patience, and enthusiasm for teaching, increase in cultural awareness by being immersed in the culture and visiting historic sites in person, and gaining invaluable friendships among a diverse student population.

"Thanks to all participants for their optimism, enthusiasm, open-mindedness and cultural awareness as each was able during their sojourn in Spain. Every one of them made this program possible and paved the way for a return trip in the near future. ¡Mil gracias a todos!", stated instructor Richard Heath.



Kirkwood students with their Certificate of Completion and Professor Heath in Madrid



Bunker Hill Community College Earns the Charles Kennedy Equity Award



BHCC board of trustees pictured from left to right: Robert S. Miller; Ronald Bonney, Jr.; James T. Chadwick; Jeanne-Marie Boylan; Thomas Cunha; Dr. Mary Fifield; Richard DeAgazio; Michelle K. Botus; Darnell L. Williams; and Bak Fun Wong.

The Association of Community College Trustees (ACCT), a non-profit educational organization of governing boards, representing more than 6,500 elected and appointed trustees who oversee more than 1,200 community, technical, and junior colleges in the United States, Canada, and England, has awarded Boston's Bunker Hill Community College (BHCC) the 2003 Charles Kennedy Equity Award. This prestigious award recognizes the governing board and president of one ACCT member, two-year college or state system for their outstanding leadership in setting policies and in assuring results for the enhancement and expansion of opportunities for minorities and women. The award committee, in selecting BHCC for this honor, recognized the college's efforts and achievements in:

- College enrollment
- Successful completion of college studies
- Participation in better paying, higher mobility college majors
- Campus environment
- Employment and promotion
- College involvement in minority communities
- Representation on board of trust-

ees, committees, and college advisory groups

- Contracting and vendor participation with the college.

"The board of trustees of BHCC is well aware of their role in establishing a firm foundation in which diversity can thrive," said Jeanne-Marie Boylan, chair of the BHCC board of trustees and president of the Massachusetts Community College Trustees Association. "Their commitment to a climate of diversity is a strong statement - a key policy indicator to the college's administration.

President Mary Fifield is likewise committed to diversity and has a strong record of choosing a leadership team that is not only diverse, but are the strongest advocates of the policy."

One of the largest community colleges in the Commonwealth of Massachusetts, BHCC reflects the diversity of its urban community, incorporating the strengths of many cultures, ethnic backgrounds, age groups and learning styles into the curricular and extracurricular life of the institution. BHCC students come from 90 countries, people of color make up more than half of the student body, and 60 percent of those enrolled are women.

A multi-campus urban institution, BHCC's main campus is situated on 42 acres in the historic Boston neighborhood of Charlestown, and the college has a branch campus in the city of Chelsea. Satellite campuses, established in collaboration with local education and civic leaders, are located in Cambridge, Chinatown, Revere, Somerville, and at Inquilinos Boricuas en Acción / Villa Victoria in Boston's South End. The college also celebrates its 30th Anniversary this academic year.

The award, named in honor of the late Charles Kennedy, a trustee of Joliet Junior College in Illinois who was a founder of the ACCT Minority Affairs

Assembly (now the ACCT Diversity Committee) was presented in mid-September during the ACCT Annual Conference in Denver, Colorado.

Namibia and South Africa Connections Made at Highline Summer Institute

Highline Community College (HCC), Des Moines, Washington, hosted four faculty members from Cape Technikon (Cape Town, South Africa) and four faculty members from the Polytechnic of Namibia (Windhoek, Namibia) at HCC's Summer Institute during June and July. The teams had prepared two projects from each institution to be discussed in a workshop and refined at the institute. Highline faculty members also developed projects. All participants in the institute actively engaged one another in lively debate on project development, focus, and outcomes.

Funded by USAID in cooperation with the Association Liaison Office for Universities for Development and the Africa Education Initiative (formerly Education for Development and Democracy), the two southern African teams refined projects focused on student retention in applied science and engineering, the role of English as Second Language instruction to prepare students for the higher education classroom, the development of entrepreneur education programs, and fundamentals of e-learning. The visitors worked closely with Highline faculty members and staff to flesh out their projects and consider additional approaches to the challenges they face in the classrooms.

The visitors also assisted Highline faculty members and students to better

—continued on page 19



The JIKEI Group and CCID: Perfect Balance for 21st Century

Japan's JIKEI Group, CCID's newest full member, offers a nice balance to the consortium of community colleges from Canada, Australia and the U.S.A. Under the leadership of Dr. K. Ukifune, chairman and CEO, plus his board of directors, the JIKEI colleges share the same philosophy: to build upon the four pillars of their reputation by following three educational guidelines.

The four pillars include:

- Respect from the organizations which employ students
- Appreciation from students both now and in their future lives
- Trust and approval from the high schools from which students graduate
- Esteem from the local community and local administrative bodies

The three educational guidelines include:

Practical Education

JIKEI colleges give their students practical knowledge in all of their courses.

This allows each student to enter the work force immediately as the kind of fully trained expert that industry now demands.

Humanistic Education

JIKEI colleges train students to be responsible, independent professionals. Students must be aware of responsibilities to society as well as to colleagues, clients and customers.

International Education

JIKEI colleges develop the students' ability to use the computer network to access worldwide information, raising their cultural awareness and enabling them to communicate in the global world.

Serving over 28,000 students throughout Japan at over 30 colleges, the reality of the JIKEI group is that they produce specialists who play an integral part in society. Their students study and specialize in diverse fields, such as welfare, medical care, high technology, commercial and industrial design, and entertainment. Each of the colleges has a career employment center that helps students find employment upon graduation. Each student



Dr. Kunihiko Ukifune (front row left), enjoys sharing JIKEI Group directors with Connie Mays and Bob Keener, CCID International Education directors.

who enters a JIKEI college from high school trusts that this is a wise investment for his/her future. Organizations or companies hire these students because they trust and respect the high quality of skills each graduate has acquired.

In addition, each student studies English several hours each week. English teaching faculty members come from the U.S.A., Canada and Australia. This allows for a variety of cultures that embrace the English language to be part of the English language instruction provided by JIKEI for all students.

Several members of CCID have enjoyed the privilege of visiting JIKEI colleges during the past year. Two recent visitors were Mr. Bob Keener from Sinclair Community College in Ohio, and also Ms. Connie Mays from Kirkwood Community College in Iowa. Both Keener and Mays were impressed with each college they visited. Each campus featured a sign that read, "Start your day by greeting each other with a smile." Not only did this offer a wonderful first impression of each campus, but also it was reinforced by noting the staff, faculty and students all followed that suggestion.

And why not smile? JIKEI is a vibrant organization, poised to be a leader in international education in this 21st century, providing the perfect balance to the CCID organization. Harmony, life long learning opportunities and a perfect balance has been achieved with the addition of the JIKEI group to the CCID membership.

Continued from page 18 . . .

Namibia and South Africa Connections at Highline

understand the southern Africa context by taking part in a number of classroom discussions. The participants talked about race relations, their specific cultures, the role of education, and their perceptions of the United States with students in anthropology, sociology, business, and geography classes.

By working together in the Summer Institute format and by participating in the after hours social activities, the participants from Cape Technikon and the Polytechnic of Namibia forged relationships that are drawing their respective institutions into ongoing discussions about possible collaborations, both formal and informal. "Although we are separated by many kilometers and our institutional

cultures have differences, the challenges we face are similar," noted Fred Opali, coordinator of the Polytechnic's Center for Teaching and Learning.

Before leaving Highline for home, the Polytechnic and Cape Technikon participants exchanged e-mail addresses and commitments to continue the sharing of ideas and expertise with HCC and southern African colleagues begun during their time together.

"All of us, regardless of where we teach, must prepare our students for success in the work place either as employees or as entrepreneurs if our nations are to compete in the global marketplace. It makes sense for us to share what has worked and what has not," concluded Andre du Toit, head of Lifelong Learning at Cape Technikon.



POTPOURRI

Rural Southwest Virginia Community College Connects with Russia

Southwest Virginia Community College (SVCC) and Ivanovo State Power University (Russia) are entering their last year as participants in the U.S. Department of State NIS Community College Partnership program. The focus of this program has been on business and government management.

The New Independent States (NIS) grant brings Russian faculty and administrators to Southwest Virginia Community College to work on curriculum and develop an understanding of American education. The Russian faculty learn about American business during their visits. While on campus, they create curriculum packages that include CDs that are taken with them to Russia. This information is incorporated into existing courses and will be

used by the faculty members to write a textbook for the ISPU students for future use.

Faculty members from Southwest Virginia also spent lengthy periods of time in Russia teaching and assisting faculty. Ivanovo State Power University (ISPU) students are involved in two courses: Democratic Institutions, Business Development, and Leadership, and Business Entrepreneurship, Democracy and Leadership. The students and faculty members at ISPU and the U.S. professors participate in the teaching of this course through the use of technology such as video conferencing and Blackboard systems.

Faculty members and students at Southwest Virginia Community College have been enriched by the NIS grant as

it has brought the college into contact with Russians through classroom visits, discussions, and participation in the college events. The faculty members who visit Russia teach classes through video conferencing, which has allowed SVCC students to use technology to receive lectures and discussions from Russia from their own professor.

The NIS grant has connected the rural community that is served by SVCC with Russians. Students and faculty members at both institutions have been greatly impacted by the cultural and academic exchanges.