TASK FORCE FINDINGS, FINAL REPORT:
CENTER FOR INTERNATIONAL EDUCATION
PROGRAM REVIEW
Fall 2005

HILLSBOROUGH COMMUNITY COLLEGE
HILLBOROUGH COUNTY, FLORIDA

TASK FORCE MEMBERS
- Chair, Michael F. Brennan, Director of International Education, HCC
- Antoinette d'Oronzio, English Instructor, HCC
- Robert Frost, Professor, Humanities & Spanish, Director, Humanities Program, Parkland College, Illinois
- Victor Harke, Librarian, HCC
- Brian Mann, Director, Technical Programs, HCC
- Alisa Zujovic, Research Analyst, HCC
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION AND SUMMARY</td>
<td>1-2</td>
</tr>
<tr>
<td>DESCRIPTION OF THE UNIT</td>
<td>2</td>
</tr>
<tr>
<td>UNIT PLANNING OBJECTIVES</td>
<td>2</td>
</tr>
<tr>
<td>STRENGTHS</td>
<td>3-4</td>
</tr>
<tr>
<td>WEAKNESSES</td>
<td>4-5</td>
</tr>
<tr>
<td>RECOMMENDATIONS</td>
<td>5-6</td>
</tr>
<tr>
<td>CONCLUSIONS</td>
<td>6</td>
</tr>
<tr>
<td>DISTRIBUTION OF THE REPORT</td>
<td>6</td>
</tr>
<tr>
<td>APPENDIX A</td>
<td></td>
</tr>
<tr>
<td>Data Chart of Faculty International Experiences 1999-2005</td>
<td>7-9</td>
</tr>
<tr>
<td>New CCID Troika Study Abroad Programming Model</td>
<td>10</td>
</tr>
<tr>
<td>Dr. Rebecca Mills’ Report CJC Summer Institute, Belize</td>
<td>11-15</td>
</tr>
<tr>
<td>Correspondence President Aird re: Suzanne Lynch</td>
<td>16</td>
</tr>
<tr>
<td>International Education 2001-02 Highlights</td>
<td>17-21</td>
</tr>
<tr>
<td>APPENDIX B</td>
<td></td>
</tr>
<tr>
<td>MOU with Corozal Junior College, Belize</td>
<td>22</td>
</tr>
<tr>
<td>MOU with Fundaco, Ecuador</td>
<td>23</td>
</tr>
<tr>
<td>MOU with Sacred Heart Junior College, Belize</td>
<td>24</td>
</tr>
<tr>
<td>CCID Best Practices – Trustee Initiative</td>
<td>25-26</td>
</tr>
<tr>
<td>APPENDIX C</td>
<td></td>
</tr>
<tr>
<td>Georgetown University correspondence re: EL Fellow Program</td>
<td>27</td>
</tr>
<tr>
<td>CCID Presidents Conference Call Agenda re: Troika Study Abroad</td>
<td>28-29</td>
</tr>
<tr>
<td>ICEED Membership Benefits</td>
<td>30</td>
</tr>
<tr>
<td>APPENDIX D</td>
<td></td>
</tr>
<tr>
<td>Correspondence Dr. Best re: Barbados/FFP Training</td>
<td>31</td>
</tr>
<tr>
<td>Memorandum re: COBEC Co-Chair</td>
<td>32</td>
</tr>
<tr>
<td>Concept Paper: Creating CCID Study Abroad Programming</td>
<td>36-40</td>
</tr>
<tr>
<td>APPENDIX E</td>
<td></td>
</tr>
<tr>
<td>Abstract – South Africa Global Business Expansion Project</td>
<td>41</td>
</tr>
<tr>
<td>Troika Study Abroad Revenue/Expense Report (July 2005)</td>
<td>42</td>
</tr>
<tr>
<td>APPENDIX F</td>
<td></td>
</tr>
<tr>
<td>Vice President/CFO position announcement</td>
<td>49-50</td>
</tr>
<tr>
<td>Campus President/South Shore position announcement</td>
<td>51-52</td>
</tr>
<tr>
<td>APPENDIX G</td>
<td></td>
</tr>
<tr>
<td>Molano-Cook Report re: Foreign Languages at HCC</td>
<td>53-54</td>
</tr>
<tr>
<td>Abstract Title VIA International Studies &amp; Foreign Languages</td>
<td>55-56</td>
</tr>
<tr>
<td>FY 2004-05 HCC New Initiatives Proposal</td>
<td>57-66</td>
</tr>
<tr>
<td>APPENDIX H</td>
<td></td>
</tr>
<tr>
<td>Fall 2005 International Student Enrollment Survey</td>
<td>67-70</td>
</tr>
</tbody>
</table>
INTRODUCTION

Hillsborough Community College engages in a review of academic, academic support, and administrative areas for the following purposes:

1. To complement the institution's strategic planning process requiring the internal development of unit plans with an external perspective in the review of those plans and the quality of programs and services.

2. To respond to intrinsic motivations for continuous improvement with a focus on the enhancement of institutional effectiveness and efficiency; student learning outcomes; and client satisfaction.

3. To respond to state mandates and accreditation requirements of the Southern Association of Colleges and Schools calling for a systematic review of all programs and services.

The program review Task Force for the Center for International Education met three times between September and November, 2005. The group agreed at the first meeting to:

1. complete an analysis of the Center's activities and goals;
2. assemble a list of strengths and weaknesses of the unit as guided by empirical evidence;
3. develop recommendations for the unit and College improvement.

Subsequently, two brief follow-up reports will be drafted. Each report will include a listing of the recommendations with a few statements indicating the status of their achievement. Recommendations not achieved within a year may become unit planning objectives to ensure a continued focus on their attainment. Objectives that stem from review recommendations will be indicated as such in the Strategic Planning System.

SUMMARY

This report is composed via the comments entered by all members of the Task Force. The group enjoyed vigorous debate and discussion throughout the evaluation period, in both face-to-face meetings as well as through email communications. The Task Force strongly agrees on the following findings:

1. The Center for International Education (CIE) has achieved remarkable results in terms of gaining external funding; marketing the College's excellence to external constituencies; and in reaching out to faculty via professional development and other opportunities.
2. Hillsborough Community College is poised to become a leader in community college international education, but lacks key internal resources to achieve this possible goal.

3. The College’s international education initiatives need a stronger campus presence and support network at one or several campuses in order to leverage and maximize the benefits generated by the Center.

While the Task Force agreed on numerous points raised as a result of reviewing a comprehensive data set and learning from members with knowledge of the unit, the three summary statements provided above are intended to serve as a framework for senior leaders when deciding next steps.

DESCRIPTION OF THE UNIT

The purpose of the Center for International Education is to create a learning environment that prepares students for an increasingly interconnected and changing global community. The Center is staffed with a Director of International Education and one part-time Specialist (approximately 15 hours per week).

Creating a learning environment that prepares students for the global community is a faculty-driven process. The Center’s internal constituents, therefore, are primarily faculty and students. External constituents are many, including consortia partners, sister colleges, funding agencies and community members.

UNIT PLANNING OBJECTIVES

Using the College’s biennial planning cycle, the Director seeks input from the College President, Vice President for Education and Student Development, Deans, faculty and a network of international educators and partner organizations to formulate the unit plan. The 2005-2007 objectives for the Center for International Education are as follows:

1. Create the Center for International Education to integrate and promote faculty-driven process to internationalize the College.
2. Enhance expertise of faculty to infuse global perspectives into the curriculum and accelerate the internationalization process.
3. Infuse international perspectives into the transfer and workforce curricula.
4. Continue to assert HCC leadership in consortia to develop teaching and study abroad opportunities in other countries.
5. To sustain the Trustee Initiative series that brings together governing board members from colleges in different nations to promote effective governance, improve access to education and support economic development.
STRENGTHS

The strengths of the Center for International Education include:

1. Strong vision and practical approach to building sustainable educational programs for HCC that are based on faculty participation.
   Source: See Appendix A: p. 7-21

2. Solid, numerous international partnerships, some of which involve relations with education and political leaders.
   Source: See Appendix B: p. 22-26

3. Creative director who pursues opportunities and resources and forges partnerships to bring the benefit of international initiatives to the entire College.
   Source: Task Force members' finding based on review of comprehensive data set and discussions. See Appendix C: p. 27-30

4. College has ideal location and community for state leadership in international education and trade.
   Source: Task Force members' first-hand understanding that the State of Florida and the Tampa Bay region are linked economically, educationally and culturally with global markets and peoples around the world, and in particular with Latin America and the Caribbean.

5. Expertise at district level that enables the district to offer diverse educational programs, including study abroad, contract training, student activities, and college-industry partnerships.
   Source: See Appendix D: p. 31-40

6. President is engaged and passionate about bringing global education opportunities to HCC campuses.
   Source: Review of comprehensive data set and Task Force members' knowledge that President Stephenson is Chair Elect of Community Colleges for International Development (CCID); leads an effort within the CCID consortium to provide students with greater access to study abroad; strongly supports HCC faculty teaching and studying abroad opportunities; advocates for Georgetown CASS program on campuses; and supports ongoing partnership with Association of Community College Trustees (ACCT) to deliver international training on effective governance and global education needs.
7. The College is one of only 12 US community colleges to secure Georgetown/CASS programs. These coveted, well-funded programs offer a strong foundation to build international programming.

Source: As documented in data set, HCC secured two CASS Programs totaling $1,058,920 in federal funds over four years (2001-05) and is negotiating a third program (2006-08) for $636,000 for a six year total of nearly $1.7 million dollars. Georgetown University reports:

- In 1995, 25 community colleges won CASS contracts.
- In 2000, 15 community colleges won CASS contracts.
- In 2005, 12 community colleges won CASS contracts.

8. HCC now enjoys powerful synergies: transfer and workforce curricula and strong working partnerships with international education offices at sister community colleges; thus grant and other programming opportunities have increased dramatically in past two years.

Source: See Appendix E: p. 41-48

WEAKNESSES

The weaknesses of College's Center for International Education include:

1. The Center's international initiatives appear as "silos" lacking integration into the College's strategic plans and campus settings.

Sources: While the College's Vision statement and 2004-06 College Goals both employ the word "global," a keyword search conducted by a Task Force member of all college units' strategic plans yielded no matches for the words "global," "international," or "intercultural."

After reviewing programs and projects described in the comprehensive data set, the Task Force discerned few connections with campuses. While connections exist, they are not publicized; only staff and faculty members directly involved appear to understand the connections.

2. The Center has few administrator-level "champions" committed to ongoing support or advocacy roles.

Sources: There is little evidence in the comprehensive data set to show that campus presidents, deans and directors are actively involved in promoting international education on the campuses.

A keyword search of detailed job postings for two senior level openings at the College (VP/CFO and South Shore Campus President) yielded no matches for the words "global," "international," or "intercultural." See Appendix F: p. 49-52
3. The Center for International Education has had limited success infusing global perspectives into the curriculum, particularly the general education core. 

Sources: US Department of Education Title VIA grant proposal submitted in November 2004 not recommended for funding. The College did not fund a FY 2004-05 New Initiatives Business Plan that included mini-grant and other strategies to internationalize the curriculum. Foreign language enrollments and impact are limited. See Appendix G: p. 53-66

4. The Center for International Education has a limited, college-wide identity; therefore, faculty, staff and students lack understanding of how to contribute to international education.

Source: Task Force members consistently asked the Director about spreading benefits, and then, sharing good news of the Center. The data set supports the fact; however that the Director is a development officer who must continuously seek new funds; travel nationally and internationally on average 12 times per year; attend meetings throughout the district; and succeeds through the good graces of faculty champions. The Center remains a one-person, district-based office without a website, newsletter or other communication vehicle.

5. The Center for International Education has no entrepreneurial budget model.

Sources: Even though the Center secured $1,058,920 in federal funds for implementation of the Georgetown CASS program, all federal and college matching dollars were sent to the campus. The Director of Technical Programs reported that an entrepreneurial budget model is under development, but not yet established at the College.

6. It is not clear to the Task Force if the College supports the presence of international students on HCC campuses.

Sources: Based on his review of the College website, admissions standards and other documents (catalog, annual reports, fact book), the external member of the Task Force found little evidence that the College promotes the recruitment, retention and support of international students.

In response to a Fall 2005 International Student Enrollment Survey, the College reported an “11-30% decline” in total enrollment of international students in Fall 2005 compared to Fall 2004. See Appendix H: p. 67-70

RECOMMENDATIONS

The Task Force deliberated at length to develop recommendations for improvement that capitalize on strengths and redress weaknesses. The greatest challenge; however, was to speak beyond the issue of staffing and associated costs.
1. Designate faculty coordinators at each campus to design and deliver international education initiatives specific to their campuses, but linked to a broader, integrated district effort.

2. Survey administrators and professional/managerial staff to determine their interests in international education and document relevant experiences and skill sets (living in another country, foreign language skills, etc.).

3. Accelerate efforts to infuse global perspectives into the curriculum by organizing a series of professional development workshops for faculty and exploring other modest "catalyst" investments in curricular improvement, such as a mini-grant program.

4. Broaden faculty and student understanding of international education at the College by supporting a sustained communication outreach effort, to include development and maintenance of a website and launch of other publications.

5. Create an entrepreneurial budget model to support new, revenue-generating international activities, particularly efforts that involve the Tampa Bay community. Invest start-up capital in one or more new ventures.

6. Invite a peer review team comprised of external and internal members to evaluate and develop recommendations for improving international student recruitment, retention and support.

CONCLUSIONS

The Center for International Education Program Review Task Force reached numerous plateaus where, as a group, we recognized the future potential of this relatively new college unit. The success of the Center is unquestioned. Perhaps it is due to this short-term success that we recognize how much more the Center for International Education could be doing for the district if the right staff, faculty, and financial resources could be aligned with current efforts.

DISTRIBUTION OF THE REPORT

The final report and all follow-up reports will be distributed by the chair to the President’s Cabinet, appropriate deans and/or directors, unit head, unit members, task force members, and all campus libraries. It will be posted to Public Folders and disseminated electronically to the HCC community.
<table>
<thead>
<tr>
<th>Year</th>
<th>Purpose</th>
<th>Country</th>
<th>Discipline</th>
<th>Name/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>HCC Study Abroad</td>
<td>Ecuador</td>
<td>Nursing</td>
<td>Kathleen Smith</td>
</tr>
<tr>
<td></td>
<td>Honors Institute</td>
<td>China</td>
<td>English</td>
<td>Lydia Daniel</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker, Vancouver Community College</td>
<td>Canada</td>
<td>Hospitality Management</td>
<td>George Pastor</td>
</tr>
<tr>
<td></td>
<td>Phithigyn Group Projects Abroad</td>
<td>Brazil</td>
<td>Psychology</td>
<td>Norma Callegirone</td>
</tr>
<tr>
<td></td>
<td>Phithigyn Group Projects Abroad</td>
<td>Somalia</td>
<td>Science</td>
<td>Chris Finder</td>
</tr>
<tr>
<td></td>
<td>Phithigyn Group Projects Abroad</td>
<td>Somalia</td>
<td>Nursing</td>
<td>Carole Harveyle</td>
</tr>
<tr>
<td></td>
<td>Phithigyn Group Projects Abroad</td>
<td>Somalia</td>
<td>Anthropology</td>
<td>Erik Jostel</td>
</tr>
<tr>
<td></td>
<td>European Access Network Conference</td>
<td>Spain</td>
<td>English</td>
<td>Anhui Tongzhou</td>
</tr>
<tr>
<td></td>
<td>Study Abroad Program</td>
<td>Spain</td>
<td>Foreign Language</td>
<td>Robert Vannet</td>
</tr>
<tr>
<td></td>
<td>European Access Network Conference</td>
<td>Scotland</td>
<td>Sociology</td>
<td>Michael Rabatel</td>
</tr>
<tr>
<td></td>
<td>CID Conference</td>
<td>Mexico</td>
<td>Business/Accounting</td>
<td>Linda Tarango</td>
</tr>
<tr>
<td></td>
<td>Honor Insulite</td>
<td>France</td>
<td>Management</td>
<td>George Pastor</td>
</tr>
<tr>
<td></td>
<td>International Judge, Great Britain, Chief Justice, Chief Society</td>
<td>England</td>
<td>Hospitality Management</td>
<td>George Pastor</td>
</tr>
<tr>
<td></td>
<td>HCC Study Abroad</td>
<td>Ecuador</td>
<td>Nursing</td>
<td>Kathleen Smith</td>
</tr>
<tr>
<td></td>
<td>People to People Ambassador Program</td>
<td>China</td>
<td>Sociology</td>
<td>Welter Ellis</td>
</tr>
<tr>
<td></td>
<td>Culinary Judge for Canadian Chair Federation</td>
<td>Canada</td>
<td>Hospitality Management</td>
<td>George Pastor</td>
</tr>
<tr>
<td></td>
<td>Study Abroad Program</td>
<td>Spain</td>
<td>Foreign Language</td>
<td>James Wyssong, J.R.</td>
</tr>
<tr>
<td></td>
<td>CID Professional Development</td>
<td>India</td>
<td>Science</td>
<td>James Wyssong, Jr.</td>
</tr>
<tr>
<td></td>
<td>Phithigyn Study Abroad</td>
<td>South Florida, USA</td>
<td>Science</td>
<td>James Wyssong, Jr.</td>
</tr>
<tr>
<td></td>
<td>Phithigyn Administration Seminar Abroad</td>
<td>Germany</td>
<td>English</td>
<td>Aleinborde, D. Oronto</td>
</tr>
<tr>
<td></td>
<td>International Olympic Competition</td>
<td>Germany</td>
<td>Germany</td>
<td>George Pastor</td>
</tr>
<tr>
<td></td>
<td>Study Abroad Program</td>
<td>Spain</td>
<td>Foreign Language</td>
<td>Robert Vannet</td>
</tr>
<tr>
<td></td>
<td>Phithigyn Study Abroad</td>
<td>Haiti</td>
<td>Humanities</td>
<td>Charles Jiangmei</td>
</tr>
<tr>
<td></td>
<td>Phithigyn Study Abroad</td>
<td>Canada</td>
<td>Canadian Culture</td>
<td>George Pastor</td>
</tr>
<tr>
<td></td>
<td>Phithigyn Study Abroad</td>
<td>Canada</td>
<td>Scientific</td>
<td>Mike Redvelt</td>
</tr>
<tr>
<td></td>
<td>First Annual Web CT Conference</td>
<td>Canada</td>
<td>Computer Science</td>
<td>Mike Redvelt</td>
</tr>
<tr>
<td></td>
<td>Faculty Member</td>
<td>Country</td>
<td>Discipline</td>
<td>Name/Title</td>
</tr>
</tbody>
</table>

<p>| 2001 | Study Abroad Program                                                    | Spain       | Foreign Language       | James Wyssong, J.R. |
|      | CID Professional Development                                           | India       | Science                | James Wyssong, Jr. |
|      | Phithigyn Study Abroad                                                  | South Florida, USA | Science | James Wyssong, Jr. |
|      | Phithigyn Administration Seminar Abroad                                 | Germany     | English                | Aleinborde, D. Oronto |
|      | International Olympic Competition                                       | Germany     | Germany                | George Pastor |
|      | Study Abroad Program                                                    | Spain       | Foreign Language       | Robert Vannet |
|      | Phithigyn Study Abroad                                                  | Haiti       | Humanities             | Charles Jiangmei |
|      | Phithigyn Study Abroad                                                  | Canada      | Canadian Culture       | George Pastor |
|      | First Annual Web CT Conference                                         | Canada      | Computer Science       | Mike Redvelt |</p>
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Country</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Abroad Program</td>
<td>Spain</td>
<td>Robert Vazquez</td>
</tr>
<tr>
<td>Pan Asian Journalism Conference</td>
<td>South Korea</td>
<td>Gordon McKerrell</td>
</tr>
<tr>
<td>Honors Institute</td>
<td>Russia</td>
<td>Mahi</td>
</tr>
<tr>
<td>Honors Institute</td>
<td>Russia</td>
<td>Bephera Duncan</td>
</tr>
<tr>
<td>Fulbright Group Projects Abroad</td>
<td>Russian, Latvia, Lithuania</td>
<td>English</td>
</tr>
<tr>
<td>Tórkei Study Abroad</td>
<td>Ecuador</td>
<td>Nursing</td>
</tr>
<tr>
<td>Tórkei Study Abroad</td>
<td>Denmark</td>
<td>Kahlin Smidt</td>
</tr>
<tr>
<td>Tom Kele</td>
<td>Czech Republic</td>
<td>English</td>
</tr>
<tr>
<td>AcCUs China Conference</td>
<td>China</td>
<td>Sociology</td>
</tr>
<tr>
<td>AcCUs China Conference</td>
<td>China</td>
<td>Susan Hoobler</td>
</tr>
<tr>
<td>Assoc. For Educators In Journalism &amp; Mass Comm</td>
<td>Canada</td>
<td>Richard Casper</td>
</tr>
<tr>
<td>Belize Summer Institute</td>
<td>Belize</td>
<td>Suzanne Lymn</td>
</tr>
<tr>
<td>Belize Summer Institute</td>
<td>Belize</td>
<td>Rebecca Mills</td>
</tr>
<tr>
<td>Belize Summer Institute</td>
<td>Belize</td>
<td>Becky Marble</td>
</tr>
<tr>
<td>Belize Summer Institute</td>
<td>Belize</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Global Awareness Program, Habitat for Humanity</td>
<td>Belize</td>
<td>Aila</td>
</tr>
<tr>
<td>Arabic</td>
<td>Arabic</td>
<td>History</td>
</tr>
<tr>
<td>AcCUs China Conference</td>
<td>China</td>
<td>Kimberly Williams</td>
</tr>
<tr>
<td>AcCUs China Conference</td>
<td>China</td>
<td>Speech</td>
</tr>
<tr>
<td>HCC Contract Training</td>
<td>Tunku 8 Olympics</td>
<td>Bill Greco</td>
</tr>
<tr>
<td>Study Abroad Program</td>
<td>Spain</td>
<td>Robert Vazquez</td>
</tr>
<tr>
<td>CID Professional Development</td>
<td>England</td>
<td>Political Science</td>
</tr>
<tr>
<td>CID Professional Development</td>
<td>England</td>
<td>Anthropology</td>
</tr>
<tr>
<td>CID Professional Development</td>
<td>England</td>
<td>Eric Hoist</td>
</tr>
<tr>
<td>Honors Institute</td>
<td>Russia</td>
<td>Lydia Daniel</td>
</tr>
<tr>
<td>People to People Ambassador Program</td>
<td>Vietnam</td>
<td>Sociology</td>
</tr>
<tr>
<td>Study Abroad Program</td>
<td>Spain</td>
<td>Robert Vazquez</td>
</tr>
<tr>
<td>Hoj School Curriculum Completion</td>
<td>Scotland</td>
<td>Hospitality Management</td>
</tr>
<tr>
<td>Vitnus University</td>
<td>Lithuania</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Umy of Maders, Stella Mars College, Indian Inst of Tech.</td>
<td>India</td>
<td>Philosophy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Country</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New CCID "Troika" Study Abroad Model

INTRODUCTION

- The CCID consortium has developed a new programming model for study abroad that is "president-driven."
- The programming model is nicknamed "Troika" because a minimum of three CCID colleges collaborate on each international program.
- The primary objective of the new model is to provide community college students with access to study abroad opportunities.
- Eight college presidents in 8 states are linking their institutions to deliver 3 pilot programs to 2 nations in 2004. Six faculty and 50 students are expected to participate.

BENEFITS

- Delivers immediate educational benefits to students
- Provides faculty with extraordinary professional development opportunities
- Gives member colleges a viable & cost-effective means to sustain programs
- Strengthens the consortium as a whole by expanding its capacity as a provider of knowledge-based services
- Positions community colleges as the local gateways to global education
- By 2009, students attending CCID community colleges enjoy access to 24 high quality and affordable study abroad programs

FEATURES

- Faculty from different colleges take turns as the "lead" faculty member
- Remove traditional barriers with "scholarship provision" & "open source" approach
- The field of study & a strong in-country partner determine country selection

COMMITMENTS

- Develop a credit course linked to program content
- Recruit a minimum of four students for each "Troika" program
- Award minimum of four $750 scholarships ($3,000) for each program annually
- Cover travel expenses for faculty the year before they serve as "lead"
- Compensate "lead" faculty for teaching credit course

12-Dec-03
Dr. Rebecca Mills recently returned from teaching English to 30 Belizean students attending Corozal Junior College (CJC) over the course of a 4-week summer session. As reflected in her 4-page report to Assistant CJC Dean Montero, Dr. Mills had a fulfilling experience and moved CJC and Hillsborough Community College closer to reciprocal faculty exchanges and student programs. Thank you.
To: Assistant Dean Miguel Montero  
From: Dr. Rebecca M. Mills  
Date: 21 June 2005  
Re: Corozal Junior College/Hillsborough Community College Faculty Exchange

Introduction:

After participating in a successful faculty exchange between Hillsborough Community College and Muffles Junior College in the summer of 2004, I jumped at the opportunity to return to Belize to teach in a summer session at Corozal Junior College in 2005. Personally, I believe that opportunities for students and faculty to study/teach abroad are important for developing responsible, tolerant global citizens. Belize is unique in Central American since English is the official language of instruction. This affords students and faculty the opportunity to exchange in any discipline. It is my hope that the exchanges that have been occurring between HCC and its partners in Belize develop into a long-term reciprocal program that will enrich Americans and Belizeans alike.

Corozal Junior College:

My first impression of Corozal Junior College was a good one because I am partial to large, shady trees. The campus of CJC is lovely since it is dotted with many beautiful trees. The facilities were in good shape, with a large air-conditioned faculty lounge, airy classrooms, and a full cafeteria on site. In my opinion the campus is well situated, not too far from the center of town. Unlike Muffles Junior College, CJC shares its home with Corozal Community College, the high school, but I understand that the junior college is in the process of moving to new buildings that are slightly removed from the main campus. The administrators, faculty, and administrative staff were all phenomenal; everyone seemed happy to welcome me.

EN 107:

I taught a first-year composition class that had 31 students in it. One young woman became ill, so I ended up with 30 students. Because the students had very poor writing skills, I had to spend some time remediating them; as a result, the students did not meet all of the course’s objectives. In particular, we did not critically analyze as many literary pieces as I would have liked. Also, I did not get to the skill of critical summary. Instead, I focused on improving my students’ basic writing skills in order to prepare them for the
next English class in the Communications sequence, EN 108. I found that most of my students had learned to structure paragraphs and essays well, but they struggled with basic sentence structure. I suspect much of the struggle was due in part to the fact that my students were bilingual. I spent a lot of time reviewing how to avoid problems such as sentence fragments, comma splices, and run-on sentences. Most of my students struggled with verb tenses, agreement, shifts, modifiers, and pronoun usage as well. Although many of the students made laudable progress, I was frustrated by the short duration of the class; writing is a process, and I felt that many of the students needed more time to develop their skills.

I structured the class in such a way that the students had to take responsibility for their learning. The students were accountable for extensive reading assignments outside of class, but I suspect very few of the students completed them. In addition, I did not lecture for long periods of time; rather, I incorporated mini-lectures that lasted 15-20 minutes which left time for practice. After the mini-lectures, I lead the students in cooperative, hands-on activities. I also had students write a well-developed paragraph or essay daily and gave them opportunities to peer edit and revise their writing. I mixed alternative assessment with traditional assessment and gave generous participation marks.

I was disappointed in my students’ attendance; many of them were tardy regularly, and there were more absences than I would have liked. However, I had a strict attendance policy, and students who missed more than one class without proper documentation lost participation points accordingly.

I also would have preferred a smaller class since my students were so needy. With 25 students or less, I could have given more students individual attention. Surprisingly, very few students consulted with me outside of class even though I made myself available in person and via email. I have encouraged my students to email in the future if they need help; I sincerely hope that they do.

While I tried to develop a collegiate atmosphere in the class, several of my students expressed the belief that sixth form was not so different from forth form. The students who were late or failed to submit assignments found out the hard way that sixth form is indeed different. Several of my students were surprised that I did not let them do makeup work after they had missed a deadline or skipped an assessment of some sort. I reinforced the notion that the students were ultimately responsible for their learning and that my role as a faculty member was more as a facilitator of learning. If students submitted late work, I did not accept it; if students skipped a test, they did not get a second attempt. However, if students took responsibility for themselves and asked for help or extensions ahead of a deadline, I would give their requests consideration.

When making a difficult, unpopular decision, I was backed up Assistant Dean Montero. I had a student who was frequently late and ultimately missed the start of the final exam. When I decided to enforce my attendance policy, Mr. Montero was very supportive even though he had to deal with the fall out.
**Belizean Faculty:**

I cannot say enough positive comments about the CJC faculty I was privileged to meet. The college is fortunate to have so many professionals in its ranks. The English faculty collaborated with me and gave me tips about some of the unique needs of CJC students. Several other faculty members offered lifts to places, took me to Chetumal, Mexico, and invited me into their homes. I am excited about the possibility of having the faculty exchange go the other way. I would like the opportunity to reciprocate on the American end of things and to have Belizean faculty teaching American students.

**Corozal Town and its surroundings:**

Corozal Town is very different from Orange Walk Town. While I have many fond memories of Orange Walk, it is hard to compete with the natural beauty of Corozal. The town’s location right on the bay is breathtaking. I thoroughly enjoyed the views, the bird-watching, and the swimming that was readily available. I also visited Cerros to take in some Mayan history, the cayes to relax and to go snorkeling, and Chetumal to enjoy Mexican food. Corozal is an ideal location to get to know Belizean culture.

**Accommodation:**

The apartment in which I stayed was very comfortable, and its location made it easy for me to get around town on foot and on the bike I purchased. I am greatly indebted to Assistant Dean Montero for getting the flat ready with dishes, water, toilet paper, etc. I recommend the continued use of the apartments behind the Hotel Maya for any future exchanges.

**Transportation:**

Once again, I find myself having to thank many people. Mr. Montero went out of his way to pick me up and drop me off at the airport. I was worried about how I was going to get to my class, but Sandra Carbillo was kind enough to pick me up everyday while Elva Perez drove me home most days. To shop in town, I walked and used my bike.

**Suggestions:**

Since Belizeans students often speak more than one language, I would suggest that CJC considers hosting an ESL instructor to teach a remedial or composition class next summer. I think the students and the faculty would benefit from the expertise of a linguist who knows how to assist students in overcoming second language acquisition issues. I know a little bit, but my area is English Literature and Composition. There is some overlap between the two disciplines, but there are also unique differences.

The only thing that was missing from my teaching experience was having access to a computer lab for my students. I do not rely too heavily on computers to teach my classes in the US, but I do like to take my students into a lab for hands on practice a couple of
times per semester. I felt that my Belizean students could have really benefited from better access to reliable technology. I realize that CJC has limited resources and that a new building with computer labs is in the works, so my comments are almost moot.

In addition, I really think that classes with lower-level students could really benefit from a smaller teacher-to-student ratio. Again, I realize that CJC is limited in the amount of professors it has and the amount of classes it can offer. Smaller class sizes are something to consider for the future of the college’s remedial program. Most of HCC’s remedial classes are capped at 25, and this lower number allows the professors more time with each student.

When the English faculty and I met towards the end of Summer Session I, we discussed the following ideas: First, the Communications Department needs a director or department head who can manage things and raise concerns with administrators on behalf of the entire program; second, I suggested that the faculty consider forming an interdisciplinary Academic Affairs Committee to share ideas and concerns amongst themselves and administrators; and third, I suggested that English faculty who were receiving more that three ‘plannings’ per semester take up the issue seriously with the administration.

Ms. Elva Perez’s idea for developing a writing center is wonderful, and I encouraged her to pursue this project. Many of the students I encountered at CJC could benefit from the extra resource.

**Hopes for the Future:**

My hope is that the Summer Institute will continue to grow between CJC and HCC. I would like to see CJC faculty teaching at HCC in the future; I would like to see HCC faculty continue to teach at CJC; and ultimately, I would like to see our students studying together in the same classroom. And I would like to see it all happen by next summer! Perhaps the two colleges can unite to create an elite summer program where our brightest students come together to learn about literature, history, or science.

**Conclusion:**

I can not say enough good things about my experience in Corozal. I enjoyed the students, the culture, and the food (even though I am a vegetarian). Some other things that occurred to make my stay pleasant included the fact that I was honored at the graduation quite unexpectedly and that I was well-cared for when I became ill with a stomach ailment. All in all, I had a wonderful professional and personal experience. Thank you.
10 August 2004,

Ms. Suzanne Lynch
Lecturer,
Hillsborough Community College
Florida,

Dear Ms. Lynch,

I take the opportunity to thank you for your invaluable contribution to the community at Sacred Heart College Junior College Division.

We are grateful for the flexibility and adaptability that you showed whilst working with us at Sacred Heart. Your efforts were well received and the results from the questionnaire to your students made it clear that you have been good ambassadors for the continuing of this programme.

Sacred Heart would be glad to have you back. Once again, thank you.

Sincerely,

Christopher G. Aird
President
International Education
2001-02 Highlights

Introduction

In so many ways, the distinction between local and global is disappearing. Our nation is becoming a permanent multicultural society. The Tampa Bay region, for example, is a dynamic community built on a mosaic of different cultures and influences.

We are increasingly connected with distant peoples by economics, politics, transportation and technology. As a global community, we are collectively confronted with problems that require transnational cooperation. Yet, we are still divided by barriers of race, ethnicity, language, culture and understanding.

As reflected in this report on International Education, Hillsborough Community College (HCC) is becoming truly international in its primary functions of teaching and supporting students. The College is committed to educating students for their responsibilities and opportunities in a changing, interdependent global community.

The College has secured external funding for international initiatives, forged linkages with overseas partners and asserted leadership in a leading consortium for international education. Faculty and college leaders are working together to improve our institutional capacity to educate international students, to create opportunities for students and faculty to experience different cultures and to infuse the curriculum with global perspectives.

This report documents how Hillsborough Community College has begun to weave international education into the fabric of the institution. Building on early successes, faculty, administrators, staff and students are accelerating the internationalization process that is changing the College.
$518,320 Federal Contract for Participant Training

In partnership with Georgetown University, Hillsborough Community College is educating a group of students under the auspices of the Cooperative Association of States for Scholarships (CASS). Eighteen Central American and Caribbean students from six countries arrived in August 2001 to begin their studies at HCC-Brandon. Students are studying Aquaculture over a 24-month period.

The students selected to attend Hillsborough all completed high school, earned above average grades, demonstrated leadership abilities and made a commitment to return home after completing the program. The group is comprised of 11 women and 7 men who are 18 to 26 years of age. They are from disadvantaged economic backgrounds and rural areas in their home countries. The nations represented in the group are: El Salvador (2), Guatemala (2), Honduras (2), Jamaica (2), Nicaragua (4) and Panama (6).

During the 2001-02 academic year, students lived with host families. Since the 15 Spanish-speaking students were not proficient in English when they arrived in the United States, they intensively studied English as a Second Language (ESL) before transitioning into Aquaculture coursework. Over four semesters and two summer sessions, students will satisfy the requirements for an Associate in Science (A.S.) Degree in Aquaculture or a College Credit Certificate (C.C.C.) in Aquaculture Technology.

As part of their training, students rotate through a variety of aquaculture operations to gain a broad spectrum of experiences that can only be gained from actual fieldwork. Since the Aquaculture industry is strong and diverse in the Tampa Bay region, students served as interns in a range of capacities during Summer 2002. Some placements, for example, focused on the practical aspects of establishing a fish farm, setting up the ponds, maintaining environmental conditions, and harvesting the fish. Several other field study locations provided students with opportunities to learn
more about growing ornamental species of tropical fish and plants, which represent the largest airfreight item sent out of Tampa International Airport.

The Cooperative Association of States for Scholarships (CASS) is a development program administered by Georgetown University's Center for Intercultural Education and Development (CIED) in partnership with community colleges and funded by the United States Agency for International Development (USAID). CASS is authorized by the United States Congress and is designed to meet the strategic goals of USAID.

Building Linkages in Ecuador

The very first "exchange" of any kind for the Universidad Central del Ecuador (UCE) occurred when Hillsborough Community College's Kathryn Smith and four nursing students visited one summer. As a result of this meaningful contact, educators at both institutions committed themselves to linking their schools to sustain reciprocal exchange programming.

In September 2001, three UCE nursing faculty came to the Tampa Bay region. Hosted by the College for a 3-week structured stay, the visiting faculty engaged nursing faculty in discussions on many topics, observed students and examined teaching and evaluation methods. They interviewed nurses and clinical nurse specialists in the areas of ER/critical care, organ transplant, operating and recovery room care, oncology and surgery. They toured geriatric centers and local clinics that serve minority populations, including Hispanics.

The visit paid dividends. In Summer 2002, 14 nursing students from Hillsborough Community College learned about healthcare in a developing nation and discovered things about themselves in the process when they traveled to Ecuador as part of a unique 16-day study abroad program. Led by nursing instructor Kathryn Smith, the 13 women and 1 man comprising the HCC student group observed and worked along with nursing students from the Universidad Central del Ecuador (UCE). Our Ecuador colleagues arranged rotations in five different Quito hospitals. Students observed surgery, learned that the government provides care but not medical supplies and witnessed creative nurses turn old IV bottles into suction devices for NG tubes. In the photograph above, HCC students help prepare, fold and sterilize gauze before use - a task that is part of nursing education in Ecuador because it becomes a nurse's responsibility.
As reflected in the photograph to the right, the children of Ecuador won over the students’ hearts. After spending one week in the capital city, students traveled by bus and canoe to Tena – a town located on the banks of the Napo River in the rainforest region of the country. Like the locals, students traveled by river to schools in the area.

HCC students taught school children about eating balanced meals, washing their hands, proper coughing and wearing shoes to avoid getting worms in their feet. The children were delighted to receive “goodie bags” containing vitamins, pencils, crayons, toiletries, clothes and other items donated by generous HCC faculty and staff.

The HCC Foundation awarded scholarships to all 14 nursing students to offset the costs of participating in this extraordinary experience. Students paid tuition for 2-credits, covered the cost of passports, departure taxes, inoculations, personal expenses and approximately 34% of the $1,555 program fee (for airfare, lodging and meals, in-country transportation, insurance, etc.).

**Community Colleges for International Development**

Hillsborough Community College hosted the 25th Annual Conference of Community Colleges for International Development (CCID) on February 9-12, 2002 in Tampa, Florida. In response to the terrorist attacks and war in Afghanistan, more than 250 college chancellors, presidents, deans and faculty gathered at this special event in international education to express a renewed internationalist sentiment. One college president remarked, “We are here to affirm that taking an active role in the world, rather than becoming less involved, is a more effective way of avoiding problems like terrorism in the future.”

CCID is a consortium of 98 institutions, including 10 Florida community colleges, engaged in economic development activities in more than 35 nations. Dr. Gwendolyn W. Stephenson, President of Hillsborough Community College, serves on the CCID Board of Directors. Dr. Stephenson remarked “the broad participation in the conference by HCC faculty, staff and students reflects a commitment shared by many at the College to play an active role in the global community.”

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

A number of College faculty contributed to the Annual Conference. Linda Tarrago facilitated a campus-based presentation on the College’s International Business Practice Firm. Kathryn Smith delivered a workshop on the Nursing Program to Ecuador.
Antoinette D’Orazio and Charles Jimenez joined the Council for the International Exchange of Scholars (CIES) to share their experiences as Fulbright participants. Twenty-three faculty attended the conference to participate in a wide variety of workshops, including *Infusing an Asian Perspective into the Curriculum*, *Internationalizing the Sociology Curriculum: A Focus on Ghana*, and *A Working Partnership with a Mexican University*.

**Faculty on Fulbright Programs**

In June 2002, three HCC faculty members traveled to the world’s third largest island to spend a month learning about indigenous cultures. A fourth instructor traveled to a South American country that is larger than the continental USA to participate in a four-week cultural immersion program. The countries were Borneo and Brazil, respectively. The U.S. Department of Education’s Fulbright Group Projects Abroad financially supported these exceptional professional development opportunities.

**Borneo.** Carole Harvell, Eric Joost and Chris Finch representing HCC’s nursing, anthropology and science departments, respectively, joined colleagues from the University of South Florida on an adventure of a lifetime. Project Gawai (Iban word for religious festivals and celebrations) offered participants a series of seminars, cultural experiences, and longhouse excursions to introduce them to the indigenous people of Sarawak. Carol, Eric and Chris plan to incorporate what they learned about Borneo’s indigenous groups, culture, and languages into existing curricula and programs.

**Brazil.** The Seminar on Tradition and Transformation in Brazil introduced Norma Caltagirone, an HCC Sociology professor, to K-12 and university faculty and administrators throughout the country. In addition to a series of lectures, seminars and conferences, Norma took an active part in a variety of native festivals and visited plantations, favelas, museums and historic sites. In short, she received an intensive course on Brazilian history, economy, values, culture and social stratification. In the year ahead, in keeping with the purpose of the program, she will integrate South American dimensions into her courses.
MEMORANDUM OF UNDERSTANDING

BETWEEN
HILLSBOROUGH COMMUNITY COLLEGE
AND
COROZAL JUNIOR COLLEGE

BACKGROUND AND SCOPE

Hillsborough Community College (HCC) has provided a quality contemporary education to a large and diverse community since 1968. HCC serves about 45,000 students and ranks seventh in size among the Florida's 28 community colleges. The College is committed to educating students for their responsibilities and opportunities in a changing, interdependent global community. In the spirit of this commitment, our College's faculty endeavor to offer their students a culturally diverse education.

Corozal Junior College (CJC) was established to provide tertiary level education to students to prepare them for a competitive position with others in Belize and the global community. CJC is committed to developing the intellectual abilities of all its students, pursuing academic excellence and creating an environment of harmony, tolerance and the acceptance of individual differences.

STATEMENT OF WORK

Given our complementary missions, we agree to work together in support of a "Summer Institute" in Belize. The primary objective of the Summer Institute is to afford U.S. and Belizean students with greater access to intercultural/international education.

On behalf of Rebecca Mills and Elizabeth Key-Raimer, HCC agrees to cover costs associated with international airfare, insurance and personal expenses. Rebecca agrees to teach a 3-credit English course at CJC during a 4-week summer session starting on May 23 and concluding on June 16, 2005. Elizabeth agrees to teach a 3-credit Study Skills course at CJC during a 4-week summer session starting on June 20 and concluding on July 14, 2005. In addition to their teaching responsibilities, both HCC faculty members agree to collaborate with their CJC faculty colleagues: 1) to develop a Faculty Arrival Workshop; 2) to thoroughly evaluate the summer 2005 pilot; 3) to advance written recommendations on curriculum, housing options and recruitment strategies for the purpose of involving U.S. and Belizean students in future Summer Institutes.

On behalf of Rebecca Mills and Elizabeth Key-Raimer, Corozal Junior College (CJC) agrees to arrange and cover costs associated with lodging and meals during the summer teaching session. If meals are not provided as part of the lodging accommodations, CJC agrees to provide a weekly meal allowance of US $75 to each of the visiting HCC faculty members. CJC accepts responsibility to make transportation to/from the CJC campus as manageable as possible for visiting faculty. Moreover, CJC agrees to designate one or more faculty members to work on the Faculty Arrival Workshop, evaluation of the pilot and recommendations for future Summer Institutes (see 1-3 above).

We the undersigned have read this Memorandum of Understanding and fully accept to commit our respective organizations to the stated goals and responsibilities. We agree to sign two original documents of equal validity.

Jose Mai
Dean
Corozal Junior College
P. O. Box 63
Corozal Town, Corozal District
Belize, Central America

Michael F. Brennan
Date
Director of International Education
Hillsborough Community College
39 Columbia Drive
Tampa, FL 33606 USA
Memorandum of Understanding
between
Community Colleges for International Development
and FUNDACO/Global Outreach, Inc.

Background and Scope

Community Colleges for International Development (CCID) is a non-profit consortium of nearly 100 two-year colleges that builds global relationships to strengthen educational programs and promote economic development. The 9,000 faculty at CCID colleges educate more than 750,000 students in 400 technical fields and university transfer programs.

The Foundation for Community Action (FUNDACO) is a nongovernmental organization in Ecuador that undertakes a wide range of community-based projects, including projects that expand access to health care, improve the quality of life for people with disabilities and create economic opportunities for individuals who are marginalized. On behalf of visiting medical and educational groups, FUNDACO provides ongoing support and arranges in-country accommodations and transportation. FUNDACO is affiliated with Global Outreach – a 501(c) 3 organization based in Tupelo, Mississippi.

Statement of Work

Given our complementary missions, we agree to work together in support of a study abroad program to Ecuador for nursing students attending CCID member community colleges. Specifically, CCID sends faculty members and students to Ecuador from July 5 to July 19, 2004 as part of a 14-night/15-day program to study transcultural nursing.

In support of this group, Sara Risser, an employee of FUNDACO/Global Outreach, arranges and pays for all domestic transportation within Ecuador, all lodging accommodations and most meals. In consultation with the lead faculty member, Sara Risser coordinates visits to hospitals, clinics, orphanages and universities in the capital of Quito and arranges field based activities in the Napo Province. FUNDACO/Global Outreach works collaboratively with Universidad Central del Ecuador, Arizona State University and others to structure activities that support the program’s academic objectives.

In exchange for the in-country services and to cover the expenses incurred by FUNDACO/Global Outreach, CCID agrees to pay US $800 per participant. Global Outreach sends CCID a receipt for all funds received. CCID coordinates, promotes and evaluates the overall program and agrees to submit a list of all participants and payment prior to departure.

We agree to commit our respective organizations to the terms and conditions of this Memorandum of Understanding.

Dr. Randall Von Kanel
Executive Director
Global Outreach
P.O. Box 1
Tupelo, Mississippi 38802

Date

John Halder
President, CCID
Executive Office
PO Box 2608
Cedar Rapids, IO 52406-2608

Date
MEMORANDUM OF UNDERSTANDING

BETWEEN
HILLSBOROUGH COMMUNITY COLLEGE
AND
SACRED HEART JUNIOR COLLEGE

BACKGROUND AND SCOPE

Hillsborough Community College (HCC) has provided a quality contemporary education to a large and diverse community since 1968. HCC serves about 43,000 students and ranks ninth in size among the state's 28 community colleges. The College is committed to educating students for their responsibilities and opportunities in a changing, interdependent global community. In the spirit of this commitment, our College's faculty endeavor to offer their students a culturally diverse education.

Sacred Heart Junior College (SHJC) provides opportunities for youth and adults to pursue a quality tertiary education, which is relevant to the developmental needs of Belize. SHJC subscribes firmly to the belief of community development through cooperation. SHJC seeks to build partnerships with local communities by offering courses which stimulate the growth and development of the individual and the community.

STATEMENT OF WORK

Given our complementary missions, we agree to work together in support of a "Summer Institute" in Belize. The primary objective of the Summer Institute is to afford U.S. and Belizean students with greater access to intercultural/international education.

On behalf of Suzanne Lynch, Becky McAfee and J.L. McClure, HCC agrees to ensure that their home college cover costs associated with international airfare, insurance and personal expenses. Suzanne Becky and J.L. embrace the opportunity to teach one 3-credit course in English, Computer Science, and English, respectively, at SHJC during the College's 6-week summer session (June 7-July 16, 2004). In addition to their teaching responsibilities, they agree to collaborate with her SHJC faculty colleagues: 1) to develop a Faculty Arrival Workshop; 2) to thoroughly evaluate the summer 2004 pilot; 3) to advance written recommendations on curriculum, housing options and recruitment strategies for the purpose of involving U.S. and Belizean students in future Summer Institutes.

On behalf of the visiting faculty, SHJC agrees to arrange and cover costs associated with lodging and meals during the summer teaching session. SHJC accepts responsibility to make transportation to/from the SHJC campus as manageable as possible for visiting faculty. Moreover, SHJC agrees to designate two or more faculty members to work on the Faculty Arrival Workshop, evaluation of the pilot and recommendations for future Summer Institutes (see 1-3 above).

We the undersigned have read this Memorandum of Understanding and fully accept to commit our respective organizations to the stated goals and responsibilities. We agree to sign two original documents of equal validity.

F. Daniel Gutiérrez
Dean
Sacred Heart Junior College
9 Joseph Andrews Drive
San Ignacio, Cayo, Belize

Date

Michael F. Brennan
Date
Director of International Education
Hillsborough Community College
39 Columbia Drive
Tampa, FL 33606 USA

24
BEST PRACTICES IN INTERNATIONAL PROGRAMS AND EDUCATION

Title of the Program: Trustee Initiative

College (& Dept.): Hillsborough Community College - Office of International Education

Country (-ies) Involved: Belize

Program Coordinator
   Name: Michael F. Brennan
   Title: Director of International Education
   Phone: 813-253-7124
   E-mail: mbrennan@hccfl.edu

Participants: Individual and institutional participants in the Trustee Initiative include governing board members, senior administrators, directors of international education, Association of Community College Trustees (ACCT), Community Colleges for International Development (CCID), Association of Tertiary Level Institutions in Belize (ATLIB), and Consortium for Belize Educational Cooperation (COBEC).

Objectives of the Program: By forging linkages among decision-makers, the Trustee Initiative seeks to shape prospects for improved board governance in different nations, create opportunities to sustain institutional relationships, increase the exchange of faculty and students between colleges, and set a new standard for both infusing global perspectives into the curriculum and collaborating on new workforce development programs. In the process, the Trustee Initiative improves each college's capability to educate students for their responsibilities and opportunities in a changing, interdependent global community.

Brief Description of the Program: Trustees that are active learners send a powerful message about the importance of lifelong learning. Through a series of workshops, the Trustee Initiative brings governing board together to discuss a range of issues critical to community-based colleges, including effective governance, access to education, economic development and global education.

The second in a planned series of "Trustee Initiatives" took place on June 11-13, 2004 at The Lodge at Chaa Creek located near San Ignacio, Belize. U.S. trustee Thomas Huggins from Hillsborough Community College, Michael Emerson from Highline Community College and Wayne Newton, former Kirkwood Community College trustee, exchanged ideas and perspectives with their Belizean counterparts who represented five junior
colleges and one university. Governing board members from both countries found common ground in the political and economic challenges facing their colleges.

Noah Brown, Vice President of the Association for Community College Trustees (ACCT), and Ena Martinez, Chair of Muffles Junior College in Orange Walk, started the conversation by examining the different governance models represented at the workshop. Thomas Huggins and Wayne Newton followed by framing discussions on “best practices” of U.S. trustees. Michael Emerson examined the benefits of trustee associations.

Don Dellow, University of South Florida, shared an overview of the ever-changing American community college mission and vision. Paul Nagy, Hillsborough Community College, profiled a peer review process designed to afford educators professional development opportunities while improving institutional effectiveness.

Mr. Yasin Shoman, Board Chair of Corozal Junior College, engaged his colleagues in a lively discussion on advocacy. Julio Llinas, Board member from Sacred Heart Junior College, facilitated a roundtable discussion on how to strengthen cooperation among governing boards and explored the idea of creating a Belize trustee association.

Joining their governing board members, six senior administrators from the Belizean colleges played critical roles connecting discussions to the current context in this developing nation of 270,000 people. The junior colleges in Belize were established as recently as four years ago, yet the leadership at these dynamic institutions demonstrated their determination to play a central role in the economic development of their communities.

The Trustee Initiative series is a collaborative effort led by Michael F. Brennan, Director of International Education at Hillsborough Community College, in partnership with the ACCT, Community Colleges for International Development (CCID) and the Association of Tertiary Institutions in Belize (ATLIB).

**How has this program assisted with internationalizing your campus (college)?**

Governing board members in both nations support new initiatives and demonstrate interest in continuing the Trustee Initiative series. In cooperation with two Belizean colleges that actively participated, HCC established the Belize Summer Institute - a faculty-led project to create intercultural opportunities for students. In summer 2004 pilot of the Summer Institute, four U.S. community college faculty taught Belizean junior college students attending Sacred Heart Junior College and Orange Walk Junior College in Belize. As soon as 2005, U.S. students will be included in the Summer Institute.

As a result of the Trustee Initiative, Belizean colleges recently established the Belize Higher Education Trustee Association (BHETA). This outcome strengthens the prospects of sustaining the workshop series and realizing the longer-term objectives detailed above.
August 31, 2005

Michael F. Brennan
Director of International Education
Hillsborough Community College
P.O. Box 31127
Tampa, FL 33631-3127

Dear Michael:

As you will recall, in May of this year the Center for Intercultural Education and Development (CIED) at Georgetown University submitted a proposal to the US Department of State to administer the English Language Fellow Program. As part of the proposal, CIED invited Hillsborough Community College to participate as a Regional Center for the recruitment of fellows.

On behalf of our Director Chantal Santelices I am pleased to inform you that the Department of State has awarded the contract for the administration of the English Language Fellow Program to CIED. Implementation of the Program is a great responsibility and will require our best effort. As a Regional Recruitment Center, Hillsborough Community College will play a significant role in the success of this program.

At Georgetown, we are currently developing promotional materials for the program as well as guidelines for the recruitment and selection of fellows. As director of this new program I will update you as more information becomes available. In the meantime, I ask that you notify Ms. Cynthia Hewett, who was proposed as the coordinator of recruitment activities at Hillsborough, of this award.

Please do not hesitate to contact me if you have any questions and thank you for your support.

Best regards,

David Gifford, Director
English Language Fellow Program
CIED/Georgetown University

Cc: Chantal Santelices, Director of CIED, Georgetown University
MEMORANDUM

To: Thursday, September 29, 11:00 AM Central time
Dr. Bell - Highline
Dr. Brown - Waukesha
Dr. Keir - Eastern Iowa
Ms. Langille - Southern Alberta
Dr. Paxton - Iowa Central

Wednesday, October 5, at 2:00 PM Central time
Dr. Gates- Crowder
Dr. Harris - Parkland College
Dr. Johnson – Sinclair
Dr. Starcevich - Kirkwood
Dr. Stephenson - Hillsborough

From: John Halder
CCID President

Michael Brennan
Director of International Education

Date: 28 September 2005

Subject: AGENDA – Troika Study Abroad

1. Summer 2006 Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Destination Country</th>
<th>In-Country Partner(s)</th>
<th>Sending CCID Troika Colleges</th>
<th>New MOU Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>Ecuador</td>
<td>FUNDACO U Of Central Ecuador ASU-Center Latin American Studies</td>
<td>Highline Hillsborough Waukesha* Parkland*</td>
<td>YES</td>
</tr>
<tr>
<td>Agriculture</td>
<td>Denmark</td>
<td>Youth For Understanding Dalum College</td>
<td>Parkland EICCD/Muscatine Kirkwood Crowder Iowa Central*</td>
<td>YES</td>
</tr>
<tr>
<td>Sustainable Energy</td>
<td>Denmark</td>
<td>Youth For Understanding Folkcenter for Renewable Energy</td>
<td>Crowder Iowa Central Harford* Hillsborough</td>
<td>YES</td>
</tr>
<tr>
<td>International Marketing</td>
<td>Denmark</td>
<td>Roskiide Business College</td>
<td>Southern Alberta Sinclair Kirkwood</td>
<td>YES</td>
</tr>
</tbody>
</table>

Notes:
1) Lead colleges for summer 06 are designated in bold.
2) Colleges that have not formally joined or re-committed to a particular troika are marked with an asterisk.
2. Commitment Deposit

At the July 17, 2005 CCID Board meeting in Dayton, Ohio, the Board approved several recommendations regarding the Troika programming model (full list of recommendations available upon request). Of immediate importance to colleges participating in summer 2006 programs is the Board’s endorsement of the Commitment Deposit.

Colleges belonging to a Troika will be asked to submit to the CCID Executive Office a $250 deposit for each student space held. A minimum of four student spaces must be held by each college. The deposit monies are nonrefundable and are applied toward the students’ Program Fees. New Memoranda of Understanding will be drafted to reflect this change. CCID proposes collecting the Commitment Deposit each year on October 1st.

In the summer 2005 program cycle, six colleges (some belonging to more than one Troika program) did not fulfill the “4-student minimum” recruitment obligation agreed to by presidents in the Memoranda of Understanding. The combined recruitment shortfall was 23 students.

Securing “group” airfares, generating sufficient revenue to cover costs, and avoiding program cancellation requires achieving group size. The CCID Executive Office managed to offset partially the shortfall by inviting additional faculty to join programs. Moreover, three Troika colleges exceeded recruitment goals.

3. Memoranda of Understanding

In October 2005, CCID will distribute to Troika presidents a new Memorandum of Understanding (MOU) for each program. If three or four colleges belong to a Troika program, the MOU will stay in effect for three or four years, respectively. In other words, presidents will commit their institutions to one complete cycle of faculty and lead college rotations.

In addition to including the Commitment Deposit, the new MOUs will reflect changes in Troika college membership. At least three of the four Troika programs will welcome new members to replace others that have withdrawn.

4. 1st Annual Troika Workshop

On October 14-15 in St. Louis, CCID will deliver the 1st Annual Troika Workshop for 35 faculty members and international education directors representing 20 different colleges. The workshop will evaluate pilot programs, chart recruitment goals and timetables, and review proposals for new Troika programs. Slightly more than half of the registered participants are from colleges not currently involved in Troika programming.

5. Lincoln Commission

Established by Congress in 2004, The Commission on Abraham Lincoln Study Abroad Fellowship Program has a mandate to recommend a program to greatly expand the opportunity for students at institutions of higher education in the United States to study abroad, with special emphasis on studying in developing countries. The Commission is organizing Fall Campus Conferences For Presidents, Provosts, Chancellors and Leaders in the Field of Study Abroad. The conference day format (10 am to 3 pm) is designed to introduce participants to the Commission’s draft recommendations which will be presented to the President and the US Congress by December 1. Learn more by visiting www.lincolncommission.org
MEMORANDUM

To: Gwendolyn W. Stephenson, Ph.D.
    President

Copy: Sylvia Marion Carley, Ph.D.
      Vice President

From: Michael F. Brennan
      Director of International Education

Date: August 17, 2004

Subject: ICEED Membership

I recommend that the College join the International Consortium for Educational and Economic Development (ICEED). ICEED brings together educational institutions from Mexico, Canada and the United States for the purpose of collaborating on community and economic development projects. Currently, six Canadian, 24 Mexican and 23 U.S. colleges belong to ICEED. The annual dues for membership are US$800. The consortium meets twice each year (February and September).

Established in 1992, ICEED is governed by a Board of Directors comprised of college CEOs from all three nations. Dr. Eddie Hernandez, Chancellor, Rancho Santiago Community College District, California, serves on the Board. Dr. Hernandez is prepared to speak with you about the benefits of joining. HCC would be the first Florida and first college located in the eastern U.S. to join ICEED.

Among the many benefits of membership in ICEED, I ask you to consider three:

1. Creating educational links of mutual benefit with Mexico. According to Enrique Perez, Executive Director of ICEED, Mexican colleges belonging to the consortium are determined and financially prepared to initiate faculty and student exchanges and to explore collaboration on economic development projects. Mexican colleges, particularly those located in the southern part of the country (Yucatan Peninsula), could be invited to contribute to Belize programming and/or join CCID for the purpose of creating “troika” study abroad programs.

2. Positioning the College to pursue grant funding. Grant opportunities include, a) Title VIA Undergraduate International Studies and Foreign Language Program; b) Title VIB Business and International Education Program; and c) The Program for North American Mobility in Higher Education. You can find a description of these grants in the Appendix of my proposal to create the Center for International Education at Hillsborough Community College (submitted February 3, 2004).

3. Initiating interaction with ICEED Mini-Grants. In 1999, ICEED created a Mini-Grant Program (see details attached) that provides seed funds to members to develop new projects. Projects involving two countries are eligible for USD$4,000 and involving three nations USD$5,000.

ICEED Membership Benefits:
- Mini-Grants of up to $5,000 USD
- Networking opportunities
- Global perspective for workforce preparation
- Information on funding sources
- Support for solicitation of funds
- Technical assistance on international issues
- Access to data base on ICEED institutions
- Referrals for contract training
- Trilateral education/business partnerships
- Participation in trade missions
June 24, 2005

Gladstone A. Best, Ph.D
Principal
Barbados Community College
Howell's Cross Road
St. Michael
Barbados

Dear Dr. Best:

Hillsborough Community College (HCC) is pleased to be working with Barbados Community College (BCC) for the purpose of co-delivering fire science technology training. In an effort to fast-track your College's efforts to integrate technical courses delivered by HCC instructors into an Associate degree program offered by BCC, Dr. Brian W. Mann, Director of Technical Programs, compiled detailed course objectives for the Fire Fighting and Protection (FFP) Program (see two 3-inch binders enclosed).

In response to your request that we begin offering technical courses as early as this summer, Dean Jack Evans has secured an outstanding, experienced instructor to deliver **FFP 2604 Cause and Origin** (Arson Investigation). We are ready to move forward with this course immediately and schedule the two other courses identified as by BCC as priorities: **FFP 2401 Hazardous Materials I** and **FFP 2402 Hazardous Materials II**.

In mid-July, our College's leadership team is scheduled to review the financial framework proposed for this collaborative effort. As soon as we secure their approval, we will send the framework to you for review and comment. In the meantime, please propose a date to deliver **FFP 2604 Cause and Origin**.

We look forward to hearing from you. Thank you for your continued cooperation.

Sincerely,

Michael F. Brennan
Director of International Education

Copy: Edward S. Bushell, Consul General Of Barbados
      Dr. Brian W. Mann, Director of Technical Programs
      Dean Jack Evans, Dean of Associate in Science Programs

Encl: FFP1000-FFP 2401 and FFP 2402-FFP 2830
MEMORANDUM

To: Gwendolyn W. Stephenson
    President

Copy: Sylvia Marion Carley
     Vice President

From: Michael F. Brennan
    Director of International Education

Date: February 10, 2005

Subject: COBEC - Non-Belizean Co-Chair Elect

During the February 3-5, 2005 Consortium for Belize Educational Cooperation (COBEC) meeting in Dangriga, Belize, the non-Belizean caucus (comprised of 15 universities and 2 community colleges) nominated and unanimously elected Michael F. Brennan, Director of International Education at Hillsborough Community College, to serve as the Non-Belizean Co-Chair for a period of two years beginning February 2006. As stated in the organization's bylaws, officers of the Consortium shall be elected from among the representatives of member institutions and shall include two co-chairs (one Belizean and one non-Belizean). Officers may be re-elected for subsequent and consecutive terms.

This is the first time that a U.S. community college representative will serve as Co-Chair. He does so with the goal to expand community college membership and strengthen the organizational capacity of the Consortium. The Consortium's Co-Chairs perform many duties, including:

- preside over meetings and programs of the Consortium;
- convene and prepare the agenda for Consortium meetings;
- provide overall leadership and administration for the Consortium;
- assure that Consortium communications and publications are prepared and distributed;
- represent the Consortium to outside organizations and agencies;
- enforce the bylaws of the Consortium.

COBEC is a 501 (c) (3) non-profit corporation. See attachment for list of member institutions.
Center for International Education
Report: 2004-05 Accomplishments

FACULTY DEVELOPMENT

- Faculty who travel internationally to study, teach, or lead students return to campus as advocates for international education. The Director of International Education actively facilitated and/or sponsored intercultural opportunities for the following faculty members during the 2004-05 academic year:

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Discipline</th>
<th>Country</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Hoerbelt</td>
<td>Sociology</td>
<td>China</td>
<td>AACC-Global Interactions</td>
</tr>
<tr>
<td>Richard Gaspar</td>
<td>Reading</td>
<td>China</td>
<td>AACC-Global Interactions</td>
</tr>
<tr>
<td>Kimberly Williams</td>
<td>History</td>
<td>Ghana</td>
<td>Habitat Global Village Program</td>
</tr>
<tr>
<td>Susan McClung</td>
<td>Humanities</td>
<td>Ghana</td>
<td>Habitat Global Village Program</td>
</tr>
<tr>
<td>Lydia Lyons</td>
<td>English</td>
<td>Thailand</td>
<td>Honors Institute</td>
</tr>
<tr>
<td>Norma Caltagirone</td>
<td>Psychology</td>
<td>Belize</td>
<td>Belize Summer Institute</td>
</tr>
<tr>
<td>Rebecca Mills</td>
<td>English</td>
<td>Belize</td>
<td>Belize Summer Institute</td>
</tr>
<tr>
<td>Elizabeth Key-Raimer</td>
<td>Counseling</td>
<td>Belize</td>
<td>Belize Summer Institute</td>
</tr>
<tr>
<td>Robert Hervey</td>
<td>Mathematics</td>
<td>Belize</td>
<td>COBEC CAFÉ Workshop</td>
</tr>
<tr>
<td>Audrey Dunn</td>
<td>Humanities</td>
<td>Italy</td>
<td>NCHC Honors Faculty Institute</td>
</tr>
<tr>
<td>Rise Sandrowitz</td>
<td>Nursing</td>
<td>Israel</td>
<td>Hadassah Mission</td>
</tr>
<tr>
<td>Thomas Klee</td>
<td>Science</td>
<td>Denmark</td>
<td>CCID Study Abroad Program</td>
</tr>
<tr>
<td>Kimberly Williams</td>
<td>History</td>
<td>Thailand</td>
<td>Fulbright Group Projects Abroad</td>
</tr>
<tr>
<td>Kathryn Smith</td>
<td>Nursing</td>
<td>Ecuador</td>
<td>CCID Study Abroad Program</td>
</tr>
<tr>
<td>Lydia Lyons</td>
<td>English</td>
<td>Peru</td>
<td>Honors Institute</td>
</tr>
</tbody>
</table>

- Ten faculty members representing three campuses joined efforts to sustain the College’s participation in International Education Week in November 2004. A joint initiative of the U.S. Department of State and the U.S. Department of Education, IEW is an opportunity to celebrate the benefits of international education and exchange worldwide.

STUDY ABROAD

- The Director of International Education continues to organize a faculty-driven effort to build international/intercultural opportunities for students attending HCC and Belizean junior colleges.
In summer 2005, three faculty members from Hillsborough Community College taught at two junior colleges in Belize. HCC students will be integrated into Belize programming as early as summer 2006.

- In collaboration with the CCID Executive Office, the Director of International Education continued to develop and manage CCID “troika” study abroad programs.
  - In September 2004, the Director and International Education Specialist joined the CCID Executive Office staff in Iowa to evaluate the first pilot cycle, identify areas for improvement, and create timelines to guide future recruitment, program, back-office, and other functions.
  - In an effort to improve delivery of troika pre-program instruction and orientation, HCC developed a WebCT location to serve students participating in the Denmark Sustainable Energy program and Ecuador Nursing program. Content developed may be used as a template when developing WebCT (or Blackboard) locations for other troika programs.
  - HCC faculty members are serving as lead instructors for Denmark/Sustainable Energy and Ecuador/Nursing. In summer 2005, HCC supported the participation of 12 students total on these two troika programs and awarded $18,000 in scholarship support.

- The Director of International Education supported efforts by Kimberly Williams, History Instructor at HCC-Ybor City, to obtain funding and approvals for the College to participate in Habitat for Humanity’s Global Village Program. In December 2004, Ms. Williams, Susan McClung (Humanities/Ybor City), one administrator and ten students traveled to Ghana, Africa to build homes and experience a different culture.

**LEADERSHIP**

- At the July 18, 2004 CCID Board of Directors meeting in Seattle, Washington, the Director of International Education presented an evaluation of study abroad programming and provided an update on the Belize Trustee Initiative to the Board of Directors and International Education Directors of the consortium.

- At the 28th Annual Conference in San Diego, California, the Director of International Education co-delivered a Pre-Conference Workshop (International Studies in the Community College: Faculty, Courses and the Curriculum), moderated a concurrent session (Belize Summer Institute) and delivered a “best practices” presentation (Troika Study Abroad).

- The non-Belizean caucus (comprised of 15 U.S. universities and 2 U.S. community colleges) of the Consortium for Belize Educational Cooperation (COBEC) nominated and unanimously elected Michael F. Brennan, Director of International Education, to serve as the Non-Belizean COBEC Co-Chair for a period of two years beginning February 2006. This is the first time that a U.S. community college representative will serve as Co-Chair.

- The College joined the International Consortium for Educational and Economic Development (ICEED). ICEED brings together educational institutions from Mexico, Canada and the United States for the purpose of collaborating on community and economic development projects. Currently, six Canadian, 24 Mexican and 23 U.S. colleges belong to ICEED.
CONTRACT TRAINING

- In partnership with Georgetown University and the U.S. Agency for International Development (USAID), the College delivered the second year of a two-year training project in Aquaculture. Seventeen students from Guatemala, Honduras and Nicaragua obtained a first-class education as well as cultural and leadership experience. Federal funds in the amount of $540,600 supported this project.

- In April 2005, the Director of International Education and the Dean of Associate of Science at HCC-Ybor City, restarted discussions with Barbados Community College (BCC) regarding a partnership to deliver Fire Science Technology training in Barbados and surrounding island nations. Thanks to the efforts of the Consul General of Barbados in Miami, negotiations on a financial framework, delivery modes and timetable are proceeding. As currently conceptualized, Hillsborough Community College will deliver technology courses as early as summer 2005. BCC will establish a degree program and deliver general education courses by fall 2006.

GRANTS

- The Director of International Education and several English for Academic Purposes (EAP) faculty members worked with Georgetown University’s Center for Intercultural Education and Development (CIED) to produce a proposal to administer the U.S. Department of State’s English Language Fellow Program. If Georgetown/CIED is awarded the grant, Hillsborough Community College will serve as a Regional Center to generate qualified, experienced and motivated applicants for the English Language Fellow Program.

- The HCC Title VIA Steering Committee continued to meet regularly. Federal funds from the US Department of Education will be requested to support a comprehensive, faculty-driven effort to internationalize the core curriculum and expand foreign language instruction.

OUTREACH

- The Director of International Education co-authored with three colleagues a monograph published by the American Institute For Foreign Study (AIFS). The publication, Education Abroad and the Career Development of Community College Students: Four Case Studies, was presented at the National Conference (May 2005) of NAFSA: Association of International Educators.

- The many international education initiatives undertaken by College trustees, faculty, staff and students were highlighted in several external and internal publications, including:
  - CCID International News
  - Inside HCC
  - HCC Outlook
  - Education and Student Development Newsletter
CONCEPT PAPER
Creating CCID Study Abroad Programming

Prepared by: Michael F. Brennan, International Education Director
Hillsborough Community College

Submitted: February 14, 2003
27th Annual Conference of CCID
Tucson, Arizona

Developing study abroad programs under CCID auspices delivers immediate educational benefits to students. Lead colleges gain a viable and cost-effective means to offer such programs. Moreover, the consortium profits by strengthening its capacity as a provider of knowledge-based services.

In this Concept Paper, I propose that CCID follow a simple blueprint – produce high quality, accessible study abroad programs, maximize the training value and multiplier effect of each program and, eventually, generate steady cash flows. In this context, the product benefits the student, individual member colleges and the consortium as a whole.

The Student. Community colleges educate a significant percentage of today’s “new majority” student – defined by the American Council on Education as minority students, adult learners (25 years and older) and/or part-time students. Many fitting this profile work and manage family responsibilities while attending college. They often have not traveled far from their local communities. These students represent our primary target market for accessible study abroad programming.

Students want shorter programs, namely ones lasting a summer or even a few weeks. Besides giving students what they want, short-term programs provide some international exposure to students who might otherwise have none. Participants in short-term, faculty-led study abroad programs organized under CCID auspices discover that obtaining a passport is easy; traveling to a foreign land is something they can do; and navigating a different culture and country is possible.

By centering programs on technical as well as traditional themes, CCID attracts students focused on the tangible benefits of studying in a different country. While s/he might be captivated by the opportunity to travel to another country, for example, an agriculture science student almost certainly attaches a value to learning more about the general principles of farming and the current methods of production in Denmark.

Offering study abroad experiences in technical fields maximizes the training value of CCID programs for both the student and lead faculty members. Since academic change is the domain of the faculty, individuals leading

Community College Student Profile
46% of black undergraduate students
55% of Hispanic
46% of Asian/Pacific Islander
55% of Native American
Average student age - 29

(AACC)

Short-term sojourns (summer, January term, or sojourns of eight weeks or less) have been growing in popularity, fueling the increase in study abroad students...business and management students studying abroad, as well as those studying technical fields, have steadily increased.

(IIE/Open Doors 2001)
CCID study abroad programs integrate their experiences into the curriculum and infuse new perspectives into the classroom setting.

**Multiplier Effect.** By building the capacity to deliver study abroad programming for students, CCID offers full and affiliate member colleges the opportunity to:

- Sustain working relationships with other CCID colleges
- Expand their faculty/staff experience in delivering training in different countries
- Package their strongest and most marketable education and training services
- Create opportunities for contract training initiatives in collaboration with overseas partners
- Assert leadership in international education by offering local access to global education

In addition to sharing in the benefits described above, CCID as a whole benefits because this programming capacity:

- Adds a significant benefit to CCID membership
- Positions CCID as a leader in international education at community colleges
- Generates steady cash flows
- Sustains interaction with overseas partners in cultures where relationships matter
- Strengthens the CCID roster of experienced trainers

**One Model.** I strongly encourage the CCID leadership to debate and discuss how the consortium can build and manage study abroad programming. In an effort to guide a healthy debate/discussion, I propose that we employ the model described below.

**Adopt a Program.** Three CCID colleges come together to adopt one study abroad program. Each of the three colleges serves as the “principal” parent or lead institution once in a three-year cycle. This means that a designated faculty member from the “principal” contributes to planning and marketing efforts, coordinates all pre and post-program instructional activity and delivers on-program instruction to participants. Participant fees cover the principal faculty member’s program expenses (airfare, lodging, meals, etc.). The principal college negotiates and manages compensation issues for their principal faculty member.

In order to facilitate a smooth transition from one principal to the next, the three colleges (hereafter referred to as “troika” colleges) agree to sponsor one qualified faculty member’s participation in their adopted study abroad program in the year prior to their turn as the principal institution. The troika must also agree to recruit actively students each and every year of the three-year cycle. Troika colleges are guaranteed student spaces in their adopted program.

**Sustaining Access.** Successfully launching study abroad programs for community college students requires a commitment to raising scholarship funds for them. Taking into account a number of factors, a group comprised of 12 students is often the minimum size required to deliver a program. I propose, therefore, that each college adopting a study abroad program commit to securing four $750 scholarships each year for at least one three-year cycle.
Individual colleges can raise the total scholarship assistance themselves or can satisfy the requirement by securing scholarship commitments from fellow (not part of the troika) CCID institutions wishing to send their students on the program. In total, 12 scholarships are offered each program year during the pilot three-year cycle. Such a commitment ensures both student access and pilot program success.

**Mission: Going Global.** As community-based colleges, we share a common mission to provide our citizens with access to quality higher education. Besides financial assistance, we keep the doors open to higher education with special recruitment programs, support services, mentoring programs and other types of assistance. I propose that we marry the concepts of “open door” and “open source” to extend our mission to global education. By combining these concepts, each and every CCID institution is afforded the opportunity to feature 24 study abroad courses and/or overseas internship programs in their college catalogs by the end of this decade. CCID offers local access to global education.

With a few notable exceptions, one college or university usually awards credit for a particular study abroad program even though students from multiple institutions may participate. Students motivated by the credits or value of an overseas internship are directed to the institution that runs or “owns” the program. Often, only determined students contact a distant college, navigate the credit transfer obstacles and overcome other related challenges. In an effort to create truly accessible study abroad programs for the community college student, therefore, I propose that that each and every CCID institution work to award credit or credential an internship for each and every CCID study abroad program.

By summer 2009, this “open source” approach to programming affords CCID member colleges the opportunity to offer their students as many as 24 high quality and affordable international experiences. The participant’s home institution awards the credit. Open source programming allows for a rotation of principal faculty. The success or failure of a program, therefore, does not depend on one faculty member. Moreover, open source eliminates credit transfer problems and out-of-state tuition charges for the participant.

If a student attends a non-CCID institution or a CCID college that has not developed a credit course or internship for a particular program, the student decides which CCID college awards credit or the default is the “principal” college. The prospect of additional tuition revenue serves as an incentive for troika colleges to recruit actively in their home states or regions.

In lieu of awarding credit, lead colleges for technical study abroad programs are encouraged to construct mechanisms (to include pre and post program requirements) to credential the overseas experience as a substantive internship program within a technical field. CCID colleges, therefore, should develop internship requirements that conform to troika colleges’ guidelines for each and every CCID internship abroad program.

An appropriate and consistent internship fee structure to substitute for tuition fees is developed. Again, the revenue generated goes to the student’s home institution. If a participant attends a non-CCID institution or a CCID college that has not developed the internship structure for the student’s program, the student decides which CCID college awards credit or the default is the principal college.
Program Development. Several pilot programs in search of troika colleges are already under development for a summer 2004 launch, including an agriculture program to Denmark (see attached), a nursing program to Ecuador and an eco-archaeology program to Belize. The Danish, Ecuadorian and Belizean partners involved in these programs are a student exchange organization, university and junior college, respectively.

Individual CCID colleges and/or CCID Subcommittees (Regional or Discipline-Specific) can drive the development of additional programs. As currently conceptualized, program ideas that address the following decisive factors merit serious consideration for investment as pilot programs:

- Three CCID member colleges commit to serving as troika colleges for at least one complete cycle. Troika college obligations are described above.

- An international partner with expertise in study abroad or internship programming agrees to manage in-country logistics (domestic transfers, lodging, meals, etc.) and secure other in-country partners as necessary to provide instructional content.

  In other words, the delivery of programming is subcontracted to an international partner. Besides relieving CCID of labor-intensive responsibilities, the organization builds a relationship by employing this approach.

- The total program price is under $2,000 and it lasts 10 to 14 days. Such an affordable and short-term opportunity is by design attractive to the “new majority” student.

Program Management. During the initial pilot phases of this initiative, troika colleges, the Executive Office and Hillsborough Community College share responsibilities for program management.

As described above, troika colleges assume primary responsibility for recruiting students and developing credit courses or internship structures for the international experience. Over time, they guide the development of credit courses and internship structures by other CCID colleges. The principal troika college faculty member coordinates planning and marketing efforts with the CCID Executive Office.

The CCID Executive Office assumes primary responsibility for national marketing of programs, executing contracts with international partners and U.S. vendors (for airfare, insurance, etc), supervising financial transactions and budgets, cultivating relationships with prospective international partners and identifying troika colleges. The CCID Executive works closely with Hillsborough Community College on program management and with CCID member colleges on program development.

During the initial pilot phase, Hillsborough Community College accepts responsibility for managing financial transactions and program budgets, organizing participant applications and coordinating logistics between international gateways. In support of future expansion, Hillsborough agrees to document policy and procedures to maximize efficiency and eventually capitalize on a larger economy of scale. Hillsborough agrees to work collaboratively with the CCID Executive Office, individual CCID colleges and CCID Subcommittees to develop new programs for community college students and faculty.

Outcomes. In Summer 2004 and 2005, CCID witnesses the launching of 2 and 4 new programs, respectively. By Summer 2006, six new programs are added to the six already offered bringing the total to 12 pilot programs.
Assuming that CCID troika institutions limit themselves to adopting one program, 36 colleges (or approximately 1/3 of the CCID membership) are involved by 2006.

The first two years are projected to be revenue neutral or modestly profitable. By 2006, CCID study abroad programming generates as much as $15,000 annually. Assuming 24 study abroad or internships are in place by the end of the second three-year cycle (Summer 2009), CCID generates a steady cash flow of approximately $30,000 annually.

**Conclusion.** In a previous paper, I advocated that we needed to know our collective strengths and weaknesses, to create templates and incentives for multiple colleges to work together, and to develop a sophisticated yet simple way to manage financial transactions. We create opportunities for all of the above through study abroad programming.
ABSTRACT

Hillsborough Community College, Tampa, Florida will serve as the lead institution and fiscal agent in a U.S. Department of Education Title VIB Business and International Education grant. The South Africa Global Business Expansion Project will include development of international business curricula, training for companies interested in international trade, a Trade Exhibit in South Africa, and a short-term internship abroad program aimed at business students. Hillsborough will partner with Highline Community College, Des Moines, Washington.

Our decision to apply for this grant extends from the growing needs of small to mid-size firms in both the Tampa and Seattle metropolitan areas to develop their export capacity and from our need to further internationalize our business curriculum so that the workers we educate have the qualifications area employers seek. Specifically this project will:

1. Advance understanding of import/export for Tampa and Seattle firms with aid of the Greater Tampa Chamber of Commerce and Trade and Development Alliance of Greater Seattle.
2. Prepare no fewer than 6 small- to mid-size firms in the Tampa and Seattle areas (four in Tampa and two in Seattle) in year one to develop effective export strategies.
3. Assist the companies to be involved in this grant to develop import/export relationships, joint ventures, and investment opportunities with businesses in South Africa.
4. Create 2 new courses, 5 modules, and move 5 courses to online and/or hybrid formats to internationalize business and associated courses at the partner institutions.
5. Design and implement a short-term internship abroad program to South Africa for business students underserved by traditional international exchange programs.
6. Conduct an International Trade Exhibit in year one to South Africa for products and services from Tampa and Seattle area businesses served by this project.
Troika Study Abroad
Revenue/Expenses
Report

<table>
<thead>
<tr>
<th>Program</th>
<th>Participants</th>
<th>Students</th>
<th>Faculty</th>
<th>Revenue Received*</th>
<th>Expenses</th>
<th>P/L</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURSING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecuador</td>
<td>9</td>
<td>8</td>
<td>1</td>
<td>18850</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highline</td>
<td>8</td>
<td>7</td>
<td>1</td>
<td>12900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hillsborough (lead)</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parkland</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waukesha</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Nursing</strong></td>
<td>20</td>
<td>16</td>
<td>4</td>
<td>$37,750.00</td>
<td>$34,935.37</td>
<td>$2,814.63</td>
</tr>
<tr>
<td><strong>ENERGY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denmark</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2450</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa Central</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>10000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hillsborough (lead)</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>12000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crowder</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2620</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Energy</strong></td>
<td>11</td>
<td>9</td>
<td>2</td>
<td>$24,450.00</td>
<td>$24,530.48</td>
<td>$(80.48)</td>
</tr>
<tr>
<td><strong>AGRICULTURE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denmark</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>10960</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crowder (lead)</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2720</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa Central</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>10480</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kirkwood</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2820</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EICCD</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2620</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Agriculture</strong></td>
<td>12</td>
<td>8</td>
<td>4</td>
<td>$29,600.00</td>
<td>$30,380.24</td>
<td>$(780.24)</td>
</tr>
<tr>
<td><strong>MARKETING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denmark</td>
<td>11</td>
<td>9</td>
<td>2</td>
<td>25720</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kirkwood (lead)</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>13900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAIT</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2670</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Marketing</strong></td>
<td>17</td>
<td>13</td>
<td>4</td>
<td>$42,290.00</td>
<td>$18,941.27</td>
<td>$23,348.73</td>
</tr>
<tr>
<td><strong>SOC.SCIENCE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turkey</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>8000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delaware Tech CC</td>
<td>11</td>
<td>9</td>
<td>2</td>
<td>24000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northampton</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>8000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Turkey</strong></td>
<td>19</td>
<td>16</td>
<td>3</td>
<td>$40,000.00</td>
<td>$40,754.19</td>
<td>$(754.19)</td>
</tr>
<tr>
<td><strong>TOTAL--ALL PROGRAMS</strong></td>
<td>79</td>
<td></td>
<td></td>
<td>$174,090.00</td>
<td>$149,541.55</td>
<td>$24,548.45</td>
</tr>
</tbody>
</table>

*Revenue figures do not include lead faculty member

13-Jul-05
Community Colleges for International Development, Inc.

Memorandum of Understanding

executed under the auspices of
Community Colleges for International Development

Highline Community College, Washington
Hillsborough Community College, Florida
Parkland College, Illinois
Waukesha County Technical College, Wisconsin

BACKGROUND AND SCOPE

Community Colleges for International Development (CCID) is a consortium of nearly 100 community-based institutions of higher education. The consortium provides opportunities for building global relationships that strengthen educational programs and promote economic development.

In every community college, presidents are primary agents of change. Sharing a common mission to educate individuals for the next century and not the last, CCID college presidents are leaders who think globally and can imagine a better tomorrow for education, cooperation and coordination.

In keeping with this larger vision, CCID college presidents are coordinating efforts among their separate institutions to build study abroad opportunities for students. By working together, CCID college presidents endeavor to:

- create opportunities for students to engage people who are different, to re-examine their own values, attitudes, and beliefs and to gain a deeper understanding and respect for diversity.
- enrich their home-campus environments because students who study abroad return with greater abilities in learning, in problem solving, and in coping with change.

CCID college presidents are launching a new study abroad programming model that links their respective institutions to each other and with educational partners in other countries. The primary objective of the new model is to provide community college students with access to study abroad opportunities. By minimizing financial, credit transfer, time commitment and other barriers facing students, the model seeks to position CCID community colleges as the local gateways to global education.

The model, called "Troika" because it brings a minimum of three colleges together to deliver each international program, underscores the value of belonging to CCID. By summer 2009, CCID "Troika" colleges will offer up to 20 high quality and affordable study abroad programs.
STATEMENT OF WORK

This Memorandum of Understanding details an agreement among four CCID college presidents to deliver a study abroad program to Ecuador each summer for four consecutive summers beginning in 2006. In other words, this MOU details commitments made by presidents to support a four-year cycle (2006—2009). Specifically, the college presidents agree to sponsor student and faculty participation in a 2 or 3-credit, 14-night/15-day program to study Transcultural Nursing in Ecuador. Subject to evaluation, the program will be repeated each year at or about the same time.

The primary in-country partner for this CCID initiative is the Foundation for Community Action (FUNDACO) in Ecuador. FUNDACO provides ongoing support to students and faculty while in Ecuador and arranges their accommodations (lodging & most meals) and in-country transportation. Moreover, FUNDACO will work collaboratively with Universidad Central del Ecuador and Arizona State University to structure activities that support the program’s academic objectives.

The “Troika” colleges for the 2006-2009 program cycle are:

Highline Community College, Washington, founded in 1961, is one of the state’s largest institutions of higher education.

Parkland College, Illinois, has provided affordable vocational-technical and academic education to area residents since 1966.

Hillsborough Community College, Florida, has provided a quality contemporary education to a large and diverse community since 1968.

Waukesha County Technical College, Wisconsin, offers over 100 fields of study and is one of Wisconsin’s finest centers of higher education.

Faculty representing each college shall serve as the “lead” faculty (instructor of record) once in a four-year cycle. The lead college/faculty rotation sequence is as follows:

- July 2006 – Highline Community College/Maria Carpenter
- July 2007 – Waukesha County Technical College/ Kathleen Gettrust
- July 2008 – Parkland College/ Susan Caneva
- July 2009 – Hillsborough Community College/Kathryn Smith

The lead faculty member accepts responsibility to serve as the instructor of record for all students participating in the program. In other words, the lead faculty member will teach and assign grades to all students in the group. Except for year 2009, the instructor from Hillsborough Community College will serve as a co-leader of the program each year (2006-2008) to assist with in-country logistics coordination. The 16 to 20 students comprising the group will represent all four “Troika” colleges. Students register for the 2- or 3-credit course linked to the Ecuador program at their home colleges.
A. COLLEGE PRESIDENT COMMITMENT

By signing this Memorandum of Understanding, CCID college presidents accept responsibility to support the Nursing program to Ecuador for a four-year cycle (2006-2009) as described below:

1. Faculty Involvement

a) College presidents agree to identify a qualified faculty member to develop a 2 or 3-credit course linked to the content available in the destination country. As mandated by regional accreditation bodies, lead faculty (instructor of record) must possess academic credentials to teach and assign grades in the course disciplines offered by "Troika" colleges. Faculty members develop and deliver pre-program and post-program instruction as required.

b) Direct your faculty to work collaboratively with their "Troika" colleagues and designated partners in the destination country on curriculum and program matters. Instruct faculty to assist students to submit CCID application (and supporting documentation) in a timely fashion. Troika faculty members are listed on www.ccidinc.org as the primary contact person for prospective students seeking more information.

c) Every year of the 4-year cycle, strongly support student recruitment undertaken principally by your designated faculty member (and her/his campus/regional colleagues). Direct your designated faculty member to actively recruit students each year of the four-year cycle. S/he serves as your College’s principal contact person on academic issues, program specifics and scholarship support.

d) In a 4-year rotation, support faculty travel on-program twice. Each "Troika" faculty member participates once to "shadow" the designated lead faculty and a second time the following year as the "lead" faculty member (instructor of record). The faculty member's home College covers her/his Program Fee during the "shadow" program. CCID builds a line item into the students' program fees to cover the lead faculty member's Program Fee.

e) Compensate your faculty member when s/he serves as the lead faculty member (or instructor of record) for teaching a 2 or 3-credit course. Colleges do not contribute to faculty compensation when their instructor is not the lead.

f) In an effort to expand access for community college students, support efforts by CCID colleges not belonging to the "Troika" to develop courses linked to the Nursing program to Ecuador. Designate an individual to facilitate enrollment and credit transfer on behalf of students attending community colleges that have not yet developed a course of their own for the program. Disseminate program information to colleges in your state and region to support student recruitment; in particular, capitalize on existing networks related to the field of study chosen for the study abroad program.
2) **Scholarship Assistance & Student Spaces**

a) Recognizing that financial obstacles prevent many students from studying abroad, college presidents agree to secure and award a minimum of four $750 scholarships ($3,000 total) each year for four years to qualified students attending their colleges. Since sending a minimum of four students each year ensures the program's viability (4 colleges x 4 students each = 16 students total), each “Troika” college president accepts responsibility to increase the amount of scholarship awards as needed to satisfy the 4-student minimum requirement.

b) Since the “lead” college compensates the instructor of record, the lead college is allocated an additional four student spaces (for a total of eight) provided that the college president agrees to raise four additional $750 scholarships. The “lead” college president may elect to “release” her/his institution’s four additional spaces to other “Troika” colleges at any time or substitute four self-supporting students in lieu of four additional students on scholarships.

c) After the March 1st deposit deadline, the President of CCID reserves the right to fill student spaces in the program that are not secured with a deposit, including the four additional allocated to the lead institution. These spaces will be filled by qualified students on a “first-come, first-served” basis.

d) On behalf of students attending your College, designate an individual to manage and publicize the scholarship application and award process at your institution. Instruct Financial Aid and Academic Advisors to support actively students' search for external scholarship support to supplement awards granted by the College.

3) **Money Matters & Deadlines**

a) Each college president belonging to this “Troika” program agrees to provide a $250 deposit to CCID for each student space held. Each college must hold a minimum of four student spaces. In other words, each college president agrees to provide a minimum deposit of $1,000 each year during the four-year cycle.

The deposit monies are nonrefundable and are applied toward the students’ Program Fees. In the event of a student enrollment shortfall (fewer than 4 students per college), the deposit monies will be used to offset added costs associated with not achieving group size. The deposit is payable upon receipt of CCID invoice.

b) By May 1st each year, direct “Troika” faculty (or your scholarship administrator) to apply scholarship awards (a minimum of four $750 scholarships) toward the CCID Program Fee. By May 1st, facilitate qualified students' payments to CCID of any balance due on the Program Fee. Adhere to CCID's Cancellation and Refund Policy governing students' payments and withdrawals from the program.
c) On behalf of faculty member participating in “shadow” capacity (see 1d above), submit full Program Fee to CCID by May 1st. Compensate faculty member from your college for teaching a 2 or 3-credit course when s/he serves as “lead” instructor for the program.

d) Manage tuition payments (and course registration) by students attending your College or from other non-troika colleges as necessary. Students register for 2 or 3-credit course and pay tuition to their home “Troika” college. If a student attends a non-CCID institution or a CCID college that has not developed a credit course for the program, the student decides which CCID college awards credit or the default is the “lead” faculty member’s College.

B. CCID COMMITMENT

CCID coordinates, promotes and evaluates pilot “Troika” programs. CCID’s responsibilities include:

1) CCID agrees to execute Memoranda of Understanding and contracts with partners in the destination nation and vendors, respectively, to deliver a cost-effective and educationally substantive program. Manage application process, accept Program Fees, coordinate logistics, and deliver Program Fee services (see 3 below).

2) Define and distribute procedures to all parties to manage on-program emergencies. Enroll faculty and students who have paid the full Program Fee in emergency evacuation and medical insurance coverage.

3) Establish a Program Fee that covers airfare from a CCID designated airport to the destination country and return, in-country group transfers, host family and/or lodging, most on-program meals, day-to-day educational activities as detailed on www.ccidinc.org and insurance.

4) Produce a brochure, develop a website and coordinate “Troika” faculty members’ efforts to promote student recruitment. Market the program to all CCID member colleges.

5) Develop a single application for students applying to participate in the program and manage the student application process with the support of “Troika” faculty. Work with “Troika” faculty to ensure that students accepted into the program who have paid the Program Fee in full execute a Waiver, Release and Indemnification Agreement and complete applications for insurance coverage.

6) Solicit student, faculty and partner evaluations of each program cycle. Share findings with “Troika” college presidents and faculty to inform changes or other recommendations.

C. TROIKA PROGRAM PARAMETERS

Developing study abroad programs under CCID auspices using the “Troika” model delivers immediate educational benefits to students, gives member colleges a viable and cost-
effective means to sustain such programs and strengthens the consortium as a whole by expanding its capacity as a provider of knowledge-based services. The program cycle parameters are as follows:

1) The President of CCID will periodically assess enrollment and other factors. In consultation with “Troika” college presidents, he may cancel the program prior to departure. Participants enrolled in the program at the time such a decision is made will receive a full refund. Applicants who withdrew voluntarily prior to any decision to cancel the program are subject to the cancellation and refund policy.

2) All CCID study abroad programs are subject to evaluation and modification to ensure quality. After consulting “Troika” college presidents, the President of CCID shall determine if evaluations or other extenuating circumstances warrant termination of the program cycle. In other words, a pilot program may be terminated before the four-year cycle runs its course.

3) College presidents may opt out of the program provided they secure a commitment from another CCID college president to deliver on the commitments made to fellow “Troika” college presidents as defined in this Memorandum of Understanding.

_We agree to commit our respective organizations to the terms and conditions of this Memorandum of Understanding. We agree to sign four originals of equal validity._

<table>
<thead>
<tr>
<th>Dr. Priscilla J. Bell</th>
<th>Date</th>
<th>Dr. Gwendolyn W. Stephenson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td></td>
<td>President</td>
<td></td>
</tr>
<tr>
<td>Highline Community College</td>
<td></td>
<td>Hillsborough Community College</td>
<td></td>
</tr>
<tr>
<td>Des Moines, Washington</td>
<td></td>
<td>Tampa, Florida</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ms. Zelema Harris</th>
<th>Date</th>
<th>Dr. Carol Brown</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td></td>
<td>President</td>
<td></td>
</tr>
<tr>
<td>Parkland College</td>
<td></td>
<td>Waukesha County Technical College</td>
<td></td>
</tr>
<tr>
<td>Champaign, Illinois</td>
<td></td>
<td>Pewaukee, Wisconsin</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>John Halder</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td></td>
</tr>
<tr>
<td>Community Colleges for International Development, Inc.</td>
<td></td>
</tr>
<tr>
<td><strong>Position Information</strong></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Job Title</strong></td>
<td>Vice President for Administration/Chief Financial Officer</td>
</tr>
<tr>
<td><strong>Position Number</strong></td>
<td>AFC30006</td>
</tr>
<tr>
<td><strong>Requisition Number</strong></td>
<td>050145</td>
</tr>
<tr>
<td><strong>Qualifications</strong></td>
<td>Requires at least a Master's Degree and at least ten years of prior-related work experience.</td>
</tr>
<tr>
<td><strong>Substitution of Experience for Education Permitted (Non-faculty only)</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Job Description</strong></td>
<td>Directs, plans, coordinates, and oversees the College's financial and administrative functions, and physical facilities. Develops the college-wide budget, recommending policies and procedures relating to finance and purchasing, and advises the college President and other senior staff on related issues. Manages auxiliary services (District, printing and mail), physical facilities, construction, and records management of the college.</td>
</tr>
<tr>
<td><strong>Preferred Qualifications</strong></td>
<td>Prefer applicants with (1) at least a Master's degree in Business, Finance, Public Administration, Education Administration or a closely-related discipline, (2) an active Certified Public Accountant license and (3) experience working in higher education.</td>
</tr>
<tr>
<td><strong>Supplemental Job Information</strong></td>
<td>Senior leadership position in the District Administrative Offices. The ideal candidate will possess both public and private sector experience.</td>
</tr>
<tr>
<td><strong>Additional Documents Required</strong></td>
<td>This position requires at least an awarded Master's degree from a regionally accredited educational institution. If selected for an interview, applicants must bring a copy of their diploma or transcript (and active CPA license if applicable) to the interview showing the awarding of the required degree. If the transcript will not reflect the awarding of the required degree, must bring written documentation from the educational institution showing when the degree will be awarded. Applicants not bringing a copy of their diploma or transcript to the interview will not be interviewed.</td>
</tr>
<tr>
<td><strong>Department</strong></td>
<td>DAO VP, Admin/CFO</td>
</tr>
<tr>
<td><strong>Campus</strong></td>
<td>District</td>
</tr>
<tr>
<td><strong>Pay Rate</strong></td>
<td>$82,757 to $138,205</td>
</tr>
<tr>
<td><strong>Escalation</strong></td>
<td>Annually</td>
</tr>
<tr>
<td><strong>Pay Basis</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Job Open Date</strong></td>
<td>08-19-2005</td>
</tr>
<tr>
<td><strong>Instructions</strong></td>
<td></td>
</tr>
<tr>
<td>Job Close Date</td>
<td>Open Until Filled</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Instructor</td>
<td>Administrator</td>
</tr>
<tr>
<td>Job Type</td>
<td>Full-Time Regular</td>
</tr>
<tr>
<td><strong>Position Information</strong></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Job Title</strong></td>
<td>Campus President - SouthShore Campus</td>
</tr>
<tr>
<td><strong>Position Number</strong></td>
<td>To Be Determined</td>
</tr>
<tr>
<td><strong>Requisition Number</strong></td>
<td>050174</td>
</tr>
<tr>
<td><strong>Qualifications</strong></td>
<td>Requires at least a Master's degree and at least seven years of prior-related work experience.</td>
</tr>
<tr>
<td><strong>Substitution of Experience for Education Permitted</strong></td>
<td>(Non-faculty only) No</td>
</tr>
<tr>
<td><strong>Job Description</strong></td>
<td>Responsible for the effective management and general administration and operation of the SouthShore campus. Promotes and enhances the educational programs in the areas of academic affairs, student services and support services. Effectively selects, allocates, utilizes and manages human, fiscal and physical resources. Directs and oversees the supervision of campus deans, faculty and staff employees. Prefer applicants with (1) doctorate degree, (2) five or more years experience as a senior administrator in higher education, (3) capability to oversee the development of a new campus which is intended to be the most technologically, environmentally-sensitive and energy-efficient campus in the district, (4) high-level experience in creating associate and certificate programs, (5) ability to provide strong leadership and collaborative experiences which foster teamwork essential to developing a new campus, (6) record of being highly versed in technological innovations specifically targeted to academic purposes, (7) ability to be an open-minded communicator and very comfortable in working with internal and external communities of interest, (8) experience relevant to operating in a multi-campus environment, (9) understanding of long-term planning in a complex environment of economic, social and cultural shifting times, (10) record of setting priorities and executing operational plans approved at a district level, (11) capability of creating learning communities grounded in service learning and interactive learning principles and (12) record of establishing significant partnerships with colleges, universities and public school systems.</td>
</tr>
<tr>
<td><strong>Preferred Qualifications</strong></td>
<td>The campus president of the SouthShore Campus, located in Hillsborough County between Ruskin and Sun City Center, is expected to bring the College's fifth campus on line by the summer of 2007. The new campus will be located in the district's fastest growing service region. The campus is expected to grow to over 400 FTEs during its first five years of operation, and to 1,500 FTEs when fully operational. The campus president will be expected to provide leadership in accomplishing the mission of: (1) providing residents in the southern portion of Hillsborough County with an affordable, accessible, convenient path to postsecondary certificates and associate degrees, (2) offering educational opportunities consistent with the diverse needs of communities surrounding the campus by playing a vital role in workforce development through close interaction with employers and community-based providers, and other senior higher education...</td>
</tr>
<tr>
<td><strong>Supplemental Job Information</strong></td>
<td></td>
</tr>
</tbody>
</table>

51
(3) helping residents with limited English proficiency and underserved adults with low levels of literacy to pursue higher education, earn postsecondary credentials and develop skills that qualify them for occupations in the community, (4) establishing unique and meaningful partnerships and collaborations that will provide a wide range of higher education student experiences on a non-competitive basis, (5) serving as a resource to the community by developing unique business training programs as well as community education offerings, (6) providing a comfortable learning environment supported by enhanced student services and support functions, (7) strengthening the scope and effectiveness of the commitment to a seamless K-20 educational process with the focus on student learning, (8) employing the latest technology tools to enhance learning outcomes by offering flexibility of teaching environments and alternative course delivery components, (9) integrating sustainability into the curriculum, physical design, and operations of the campus, (10) promoting the campus as a symbol and model of a clearinghouse for community sustainability and (11) demonstrating sustainability by preserving valued ecological resources and developing the campus to illustrate low impact and regenerative construction techniques.

This position requires at least an awarded Master’s degree from a regionally accredited educational institution. If selected for an interview, applicants must bring a copy of their diploma or transcript to the interview showing the awarding of the required degree. If the transcript will not reflect the awarding of the required degree, must bring written documentation from the educational institution showing when the degree will be awarded. Applicants not bringing a copy of their diploma or transcript to the interview will not be interviewed.

Department
SSH Campus President

Campus
SouthShore

Pay Rate
$62,757 to $138,205

Pay Basis
Annually

Job Open Date
10-03-2005

Job Close Date
11-13-2005

Job Category
Administrator

Job Type
Full-Time Regular
FOREIGN LANGUAGES AT HCC

- The Hillsborough Community College offers college credit courses in Spanish, French, German, and Italian for students transferring to 4 year colleges and universities. Approximately, 63% of the students enrolled at HCC are transfer students.

- Generally students enroll in the first year courses: SPN 1120/1121, FRE 1120/1121, GER 1120/1121, and ITA 1120/1121. This sequence of courses fulfills the foreign language requirement of 8 hours at most universities in Florida, except at Florida State University where they require 12 hours.

- Most of the SPN 1120/1121 courses are offered in the 4 campuses: Brandon, Dale Mabry, Plant City, Ybor, and also at the McDill Air Base.

- Courses in FRE 1120/1121 are only offered at Dale Mabry and Ybor campuses.

- The enrollment for GER 1120, offered at Brandon campus, average 20 students. However, the continuation GER 1121 generally does not meet the cap and therefore is cancelled. This is very frustrating for those few students who enrolled in GER 1120 hoping to continue with GER 1121 to fulfill their college foreign language requirement.

- ITA 1120/1121 had been offered at Ybor campus, however in the spring 2005 semester it had to be cancelled because the instructor who was teaching did not have the proper academic degree.

- Courses for the second year, such as SPN 2200/2201, FRE 2200/2201, GER 2200/2201, ITA 2200/2201, rarely meet the cap requirements to be offered at HCC.

- Generally, the enrollment in the second year courses is quite low, about 10 students or less per class, resulting in class cancellations. However, Dale Mabry has offered in the past SPN 2200 with a low enrollment. At the Brandon campus this semester, fall 05, Dr. Soto authorized the course with an enrollment of 9 students with the hope to build up the foreign language program.

- In October 2004, SPN 1015 Conversational Spanish for the Professions (Health Care, Business, and Law Enforcement) was approved. The goal of these courses, especially Medical Spanish and Business Spanish, is to help the students to acquire a basic level of linguistic and cultural competence so they can serve better their patients and customers respectively in the Nursing and the International Business fields.

- SPN 1015 for Health Care Professionals started in the summer 05 with a low enrollment but with a lot of interest on the part of the nursing students. For the most part the low enrollment was caused by scheduling factors, and according to some students, due to lack of information regarding the course. This course will be offered again in the summer session 2006. One of the recommendations from the students who participated in the first course was that Spanish for Health Care should be part of their
curriculum in the nursing program. These students took the course as an elective, which created problems for the students who receive financial aid. The financial Aid office does not cover the cost for electives. This fact prevented two students from enrolling in the SPN 1015 this past summer.

- **SPN 1015** Conversational Spanish for Business is scheduled for the summer session 2006. This course is only an elective for the students in The International Business Management.

- In the Fall 2005 HCC offers the following courses:
  Brandon Campus: 10 courses (5 SPN 1120, 3 SPN 1121, 1 SPN 2200, 1 GER 1120)
  Dale Mabry Campus: 15 courses (9 SPN 1120, 3 SPN 1121, 2 FRE 1120)
  McDill Air Force: 2 courses (1 SPN 1120, 1 SPN 1121)
  Plant City Campus: 1 course (SPN 1120)
  Ybor Campus: 7 courses (3 SPN 1120, 2 SPN 1121, 2 FRE 1120)
  Total college-wide: 35 courses

**POINTS TO REFLECT UPON:**

- Since Ybor campus offers most of the courses in the Law Enforcement curriculum, it makes sense to offer the SPN 1015 for Law Enforcement at that campus.

- HCC offers a degree in AS/AAS Business Administration International Business Management Option. The curriculum in this program lacks the foreign language and cultural component that most of the International Business Programs in other colleges include. There is definitely a need for developing and integrating this component into the IBM curriculum.

- The current foreign language program lacks a placement test. There are many students who have taken one or two years of Spanish, or any other foreign language, in high school. These students could be placed directly into SPN 2200 to fulfill their foreign language college requirement. Doing this will increase the enrollment in the second year level courses.

- HCC also needs to offer the foreign language faculty development in areas of training for oral proficiency: teaching and assessment. The American Council on the Teaching of Foreign Languages ACTFL offers on-site seminars and workshops. This training is important if we want to develop and expand the foreign language course offerings at HCC. The current FL program across the different campuses is fragmented creating inconsistency in the program. It is necessary to standardize the program to better determine student placement, progress and learning outcomes.
ABSTRACT

Hillsborough Community College

Hillsborough Community College (HCC) provides a quality contemporary education to nearly 46,000 students on four campuses in Florida's largest county which includes the City of Tampa. HCC requests $177,750 in federal funding from the U.S. Department of Education, Undergraduate International Studies and Foreign Language Program, to support a two-year, faculty-driven project to achieve the following:

- Transforming the curriculum starts with the core or general education curriculum that serves as the foundation for the College's two primary programs: transfer and workforce. Faculty leaders propose to infuse international perspectives into 16 core curriculum courses over two years.

- Developing a 60 credit-hour Associate of Arts (AA) degree in International Studies with 33 hours of international courses. Two introductory, gateway courses created during the project serve as the central organizing curricula for this interdisciplinary degree that encourages students to become globally aware and to relate their knowledge of Latin America and the Caribbean to the larger, transnational trends affecting all cultures.

- Establishing a Certificate in International Studies requiring a minimum of 18 hours of international courses, including three internationalized core curriculum courses, one of the new gateway courses, one semester of foreign language study and one restricted elective.
Creating three Conversational Spanish for Professions courses to meet the needs of individual students seeking careers in healthcare, law enforcement and business while being responsive to the workforce needs of our community which counts on these sectors for security, physical health and economic vitality. Complementing these efforts, developing a Spanish language immersion course to Mexico for students.

In order to enhance faculty expertise so that they can effectively undertake the task of internationalizing the curriculum and expanding Spanish language instruction, HCC proposes a comprehensive, three-part approach to faculty professional development. Over the course of two years, the project offers faculty eight campus-based workshops. On behalf of faculty directly involved in the project, extraordinary opportunities are created for six members to teach in Belize and three non-language faculty to study Spanish in Mexico. Each year of the grant, project faculty attend conferences organized by leading international education organizations.

To ensure that each campus of the four campuses is involved in this internationalization process, the Project Director, Project Coordinator and five Faculty Associates work collaboratively as part of the HCC Center for International Education. Center faculty and staff promote inter-campus communication and guide implementation of the project's plan to prepare students for an increasingly interdependent and changing world. The College demonstrates commitment for the two-year Title VIA project by matching federal funds dollar for dollar.
A PROPOSAL FOR CHANGE

TOWARD AN ETHOS OF INTERNATIONALIZATION
It is no small task – particularly for a multi-campus college like ours - to weave into the institution's fabric a shared conviction that the college and the world are inextricably linked. As stated in a recent higher education report, a comprehensively internationalized college has more than a series of courses or programs that promote international learning; it links those components together to foster a learning environment and to provide a set of experiences to as many students as possible.¹

In my view, infusing an international dimension throughout Hillsborough Community College requires a deliberate effort over a sustained period of time by a ‘critical mass’ of advocates. The commitment of presidents and senior leaders is necessary, but widespread faculty leadership is essential.

My approach to internationalizing the College rests on the special capacity of international education to foster all kinds of learning. By affording faculty opportunities to design, develop and participate in international initiatives, we produce a leadership corps with a deeper understanding and respect for the world’s diversity and interdependence. In other words, faculty development is a necessary first step in transforming the lives and perspectives of our students.

SUPPORTIVE STRUCTURES AND RESOURCES
To create momentum, provide legitimacy and persuade an array of stakeholders that we owe it to our students to prepare them for an increasingly interconnected and changing world community, I propose that we create the Center for International Education. The Center’s mission is to create a learning environment that educates a diverse community of life-long learners to achieve their maximum potential in a global society.

The Director of International Education articulates the vision, establishes priorities and maximizes contributions from the Center’s faculty and staff. In an environment of limited resources, embracing a new and more flexible staffing pattern, investing in pilot projects and actively pursuing funds from external sources are critical steps toward institutionalizing international education at the College.

THE PRIORITIES
As Director, I recommend that the Center for International Education create a 3-year strategic plan centered on the following seven priorities:

1) Build a strong tradition of faculty studying and teaching in different countries. In addition to the professional growth experiences offered, faculty return to campus with a heightened appreciation for the value of international learning. Faculty who travel abroad to study, teach, or lead students are changed by the experience, especially if they have limited international experience. If given the resources and recognition, faculty can create a learning environment that internationalizes the College.

2) **Infuse global perspectives into the curriculum.** As students prepare to live and work in a global world and a multicultural society, they expect that the curriculum will provide them with the knowledge and tools to become globally and culturally competent citizens.

3) **Sustain partnerships and assert leadership in the international education community.** Community colleges need leaders who think globally and can imagine a better tomorrow for education, cooperation and coordination. The College enjoys partnerships with educational groups in many countries, including Belize, Denmark, Ecuador and the Turks & Caicos Islands. Our linkages in these nations and leadership in Community Colleges for International Development (CCID), Consortium for Belize Educational Cooperation (COBEC) and Florida Consortium for International Education (FCIE) enable us to go beyond a parochial approach to international education.

4) **Sponsor language immersion opportunities for non-language faculty.** International education, by some definitions, involves navigating the challenges of day-to-day life in at least one foreign culture as a speaker of its native tongue. We maximize the impact of immersion programs by requiring faculty to take a beginning or intermediate language courses before the program and upon returning to the College.

5) **Create an award recognizing teaching excellence in international education.** Faculty members who teach in another country are consistently selected for awards recognizing teaching excellence. Creating an award at Hillsborough Community College specifically focused on international education fosters a learning environment that places value on connecting the campus to the global community.

6) **Assign priority to internal and external funding for international faculty development.** Operational funds, Faculty, Staff and Program Development (FSPD) monies and support from the HCC Foundation are needed to “jump start” some initiatives. Pursuing external funding from federal and state government sources as well as private foundations and corporations sustain more comprehensive efforts.

7) **Encourage cross-cultural relationships among international students, U.S. faculty and students.** Some of the most effective, cost-efficient, and readily accessible resources for teaching global education are resources that walk into the classroom everyday and are found in every corner of the community. By providing structured orientation and ongoing support, the College optimizes the international student’s period of study in the United States. As a result, we increase opportunities for increased global awareness in the classroom and community.

**A More Flexible Staffing Pattern**
A faculty-driven enterprise, the Center for International Education depends both on teachers and professional staff support (see Organizational Chart in Appendix). By rotating eight faculty members through the positions described below, we produce a “critical mass” of faculty advocates over time to advance the Center’s long-term goals and objectives. Equally important, we create an atmosphere that attracts new internationalist faculty.
Faculty Managers. The College selects three outstanding faculty members to serve as the Center's Faculty Managers. Supervised by the Director, these three individuals perform responsibilities critical to advancing the Center's strategic goals and realizing measurable objectives.

- The Faculty Manager for Curriculum works collaboratively with colleagues to infuse global perspectives into existing courses and to guide development of new internationalized curricula.
- The Faculty Manager for Exchanges seeks to maximize the movement of students, faculty, staff and community members to and from different nations.
- The Faculty Manager for International Students engages Deans, faculty, counselors, academic advisors and staff to create an environment that attracts diverse students into the classroom.

Managers represent the College to appropriate consortia, organizations and government agencies for the purpose of learning "best practices" and leading efforts to secure external funding. A more thorough description for each Manager is presented on pages 8-10; Funding Sources as well as Resources are profiled in the Appendix.

The Director of International Education recommends faculty for appointment by the College President. Faculty Managers serve one 24-month term (six semesters) and are compensated in the same fashion as Instructional Faculty Program Managers. During the Fall and Spring, they are paid $1,700 and offered 30 points release time each semester. During the Summer, they are compensated the standard $1,700. Faculty Managers work in residence eight hours per week at the Davis Islands campus.

Faculty Associates. The College selects four motivated faculty members (ideally one from each campus) to serve as the Center's Faculty Associates. Supervised by the Director, Associates design and implement a coordinated communication strategy to promote faculty, staff, student and community participation in the College's international education projects and events. Moreover, each Faculty Associate accepts primary responsibility to manage one special initiative during her/his term of service.

During the Center's inaugural year, for example, Associates may elect to take ownership of one of the following priority special initiatives:

- creating and keeping current a web site on international education activities
- advancing faculty development opportunities
- creating a database of faculty and staff with international/intercultural expertise
- promoting student access to study abroad
- organizing international education week activities

Associates pursue external mini-grants to help support their initiatives. In addition, Associates contribute to grant development efforts undertaken by the Managers for Curriculum and Exchanges.
The Director of International Education recommends faculty for appointment by their Campus President. Faculty Associates serve one 12-month term. During the Fall, Spring and Summer, they are paid $1,700 each semester. The Faculty Associate dedicates 4 hours weekly.

**Faculty Associate Emeritus.** At a time when faculty members are retiring in unprecedented numbers, the College has been searching for ways to stay connected with the most talented and dedicated among them. Carefully selecting one retired faculty member each academic year to serve as an Associate Emeritus of the Center has many benefits, including:

- To permit retired faculty to maintain contact with the institution to which they have devoted a significant portion of their professional lives;
- To provide a setting designed to enhance professional and social relationships among retired and current full-time faculty;
- To provide the College with a pool of expertise and talent that may be used at the discretion of the President in the conduct of the institution’s affairs.

Supervised by the Director, the Associate Emeritus actively participates in the Center’s activities and undertakes one project to advance international education at the College.

The Director of International Education recommends faculty for appointment by the College President. The Associate Emeritus serves one 9-month term. During the Fall and Spring, s/he is paid $1,700 each semester. The Associate Emeritus dedicates 4 hours weekly.

**The Center Staff**

Bringing eight faculty members together to achieve a higher-level engagement with the world requires administrative and staff support, especially given plans to pilot programs and pursue grants. Supervised by the Director, a senior staff assistant performs administrative support functions and a Project Manager coordinates faculty-driven initiatives on multiple fronts.

During the Center’s inaugural and second years, the Project Manager performs functions essential to planning the Center’s initiatives, managing pilot programs and developing grant proposals in collaboration with the Director and Faculty Managers. Moreover, the Project Manager integrates campus-based communication strategies (undertaken by each Associate) to construct an effective mechanism for whole college communication. It is anticipated that by Fiscal Year 2006-07 revenue-producing programs and grant awards will begin to offset personnel costs (see Funding Sources in Appendix).

**The Center Place**

By definition, the Center is a source of influence and action. Locating the Center on the 7th floor of the District Administration Offices facilitates interaction among outstanding teachers and executives shaping the College’s future. Representing all four campuses, the Center’s faculty members serve as a resource to College leaders in many ways.

In structured meetings with defined agendas, faculty and administrators work collaboratively to realize international education goals. In the familiar setting of a shared workplace, these same individuals move beyond pretense, exchange ideas and generate ideas to advance the community college mission of access with excellence in an increasingly interconnected world.
In the spirit of "think big and start small," allocating two additional offices adjacent to the Director’s current office space (with corresponding exterior room for support staff and student interns) represents a good beginning. While both offices serve primarily as work space for the Center’s three faculty managers and project manager, one office doubles as the Center’s resource library and faculty meeting place.

**Investing in Pilot Projects**

As with most things, success with international initiatives generates more opportunities. In my view, the HCC Center for International Education should not try to cover all regions of the world with a wide range of programs, but invests the necessary financial resources to ensure what is done is done well.

At this point in time, it is more important to have a depth and intensity in our programming so as to provide substantial number of faculty and students and college leaders with access to international education experiences. The “pilot projects” described below demonstrate a strategy of providing local access to global understanding for a broad cross-section of our college community.

**Eight Colleges Eight States Three Programs**

Hillsborough Community College has developed a new approach to study abroad programming that underscores the value of belonging to a consortium. The primary objective of the new model is to provide community college students with access to study abroad opportunities.

Under the auspices of Community Colleges for International Development (CCID), eight college presidents in eight states recently signed Memoranda of Understanding that detail their commitments to raising scholarships, encouraging faculty involvement, developing credit courses linked to program content and recruiting students. The programming model is nicknamed “Troika” because a minimum of three CCID colleges collaborate on each international program.

The Troika model (see one-page attachment in Appendix) offers many benefits, including:

- Delivers immediate educational benefits to students
- Provides faculty with extraordinary professional development opportunities
- Gives member colleges a viable & cost-effective means to sustain programs
- Strengthens the consortium as a whole by expanding its capacity as a provider of knowledge-based services

In the inaugural pilot (summer 04), 50 students and six faculty members are projected to participate in three programs to two countries (Denmark & Ecuador). Hillsborough Community College faculty members are developing two of the three programs. The model’s scholarship provision generates 33% of the estimated $112,500 in Program Fee revenue.

The College agreed to manage the pilot cycle in exchange for a $2,500 mini-grant from CCID. Assuming success, Hillsborough Community College has negotiated a 10% indirect rate to manage future programs.
TRUSTEE INITIATIVE
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 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.

A consensus emerged among participants that the Trustee Initiative held in Tampa represented the first in a series. Trustees that are active learners send a powerful message about the importance of lifelong learning. As reflected in the proposed budget for Fiscal Year 2004-05 (see Appendix), the Center for International Education sustains workshops for trustees.

By forging linkages among decision-makers, I trust that we will eventually witness the movement of teachers and students between Belizean and U.S. colleges. Together, we can set a new standard for infusing different perspectives into the curriculum or collaborating on new workforce development programs.

BELIZE SUMMER INSTITUTE
In partnership with junior colleges in Belize, the College is exploring a number of project opportunities of mutual benefit to faculty and students in both nations. One pilot project on the "fast track" is the "Summer Institute." In response to a recent request, 22 faculty in 12 disciplines expressed a willingness co-develop teaching and study opportunities in Belize (see Prospective Faculty list in Appendix).

Our partners in this exciting project are Sacred Heart Junior College, located in San Ignacio, and Muffles Junior College, located in Orange Walk Town. As currently conceptualized, the pilot project is best described in two parts.

Part I. A select group of HCC faculty members spend approximately 3 weeks in Belize teaching Belizean junior college students. Students earn credit from their home institution. We are considering a 3-week, 4-days per week, 3-hours per day, instructional format for each 3-credit course. This affords visiting faculty the opportunity to explore the country when they are not teaching.

In preparation for the experience, Belizean faculty design and deliver an orientation program (on the country, educational system, etc.) for HCC faculty. HCC faculty members reciprocate with a series of presentations/workshops. If possible, HCC and Belizean faculty collaborate (joint-planning or co-teaching) in the classroom.
The host colleges arrange and cover the costs for faculty housing and most meals. Visiting faculty members are responsible for their own personal expenses, including travel undertaken while in-country. In the early pilot phase, Hillsborough Community College covers international air travel expenses and insurance costs and offers mini-grants to faculty for their development work.

A thorough evaluation of Part I, influences logistical arrangements, financial matters and curriculum decisions for Part II of the pilot (tentatively scheduled for summer 2005).

**Part II.** An expanded group of HCC faculty members spends 3-weeks in Belize teaching, but this year students in the classroom are Belizean and U.S. students. A select number of CCID college faculty and students may be invited to participate. Students earn credit from their home institutions. One or more structured cultural excursions are integrated into weekends.

U.S. students may be placed with host families. Every effort is made to maximize interaction between Belizean and U.S. faculty and students. U.S. students pay a program fee to cover costs associated with airline transportation, lodging, etc. for themselves and participating faculty. Students pay tuition to their home colleges for credit hours taken. Eventually, broader participation by U.S. community colleges and Belizean junior colleges generates revenue for the Center.

An integral part of the Center’s immediate plans, the Summer Institute is a good example of how depth and intensity in programming can open doors. An informal conversation with colleagues at a COBEC conference leads me to the idea. The Trustee Initiative produces support among governing board members. Tremendous faculty response generates momentum.

**Turks & Caicos Islands**

Hillsborough Community College is working to build a mutually beneficial partnership with Turks & Caicos Islands (TCI) Community College. Under TCI Community College auspices, Hillsborough Community College (HCC) faculty members deliver instruction in Radio & Television Broadcast Programming. Upon completion of each course,

- Students receive a Certificate that documents satisfactory completion of forty-five contact hours of instruction.
- TCI Community College awards college credits and transcripts the grades.

In addition to taking HCC courses, students enjoy the option of taking general education courses at TCI Community College to earn an Associate degree from TCI Community College.

While we have several delivery mode options, HCC faculty members recommend an approach that blends face-to-face instruction (approximately 25-30 contact hours over one week block) with a 2-week follow-on distance education component. HCC faculty members also plan to supervise and evaluate internships.

Our proposed pricing structure is straightforward. HCC proposes a) charging an instructional fee for each course; b) having in-country partners cover faculty travel & in-country costs (meals, lodging, transportation); and c) requiring a minimum 10-student cohort. Delivery of 8 courses and supervision of 3 internships produces a total of $71,610. The net revenue realized is approximately $54,120 over the course of the pilot project.
This initial pilot project in the Turks & Caicos Islands is viewed by all involved as the first in a series. The Minister of Education has directed her staff to expand technical and professional training options. After evaluating the pilot, the Center for International Education is prepared to deliver similar revenue generating programs in Turks & Caicos Islands and elsewhere.

Faculty Manager for Exchanges
The terrorist attacks of September 11, 2001, dispelled any doubts about the world’s ability to impact the United States. Yet Americans remain woefully ignorant of the rest of the world, and the ramifications of this ignorance could be immense. Moving faculty, students and staff to and from different countries is an integral component of HCC’s Center for International Education.

As described above (Investing in Pilot Projects), Hillsborough Community College has asserted leadership on this important front. The Faculty Manager for Exchanges collaborates with the Director to develop revenue producing programs and secure grant funds (see Funding Sources in the Appendix). The Manager plays a critical role in preparing colleagues for their international experiences and begins constructing an infrastructure to actively encourage students to seek international experiences. By attending conferences and joining a select group of organizations, the Manager brings networks and expertise to this endeavor (see Resources in the Appendix).

Developing pre-departure and re-entry orientation workshops for exchange participants, for example, encourages constructive and non-stressful interaction between members of different cultures. Assisting program alumni (faculty and students) to connect their international experiences to their everyday life when they return creates advocates for international education.

Once again, seeking depth and intensity of programming, the Manager for Exchanges develops initiatives that complement projects undertaken by other Center faculty. Instead of relying simply on outbound programs, for example, the Manager for Exchanges researches opportunities to bring visiting scholars to the College, particularly scholars who can advance curriculum development objectives.

Faculty Manager for Curriculum
Internationalization of the curriculum is crucial for all students to develop intercultural awareness and international knowledge. As stated in a recent American Council on Education report, the internationalization of the curriculum requires thinking about curriculum differently; it calls for an interdisciplinary and multifaceted process that will affect all faculty and students.

The Faculty Manager for Curriculum supports curriculum and professional development by organizing curriculum workshops and networking with organizations. The Manager plays a critical role in grant development. The U.S. Department of Education offers multiple-year grants to carry out programs that internationalize the curriculum (see Funding Sources in Appendix).

Organizing curriculum-development seminars focused on different regions of the world, facilitating attendance at conferences on international education and linking with select organizations are among the ways the Faculty Manager for Curriculum assists faculty with pedagogy and international content (see Resources in the Appendix).
Offering mini-grants to faculty to infuse international content into existing courses or to develop new courses with international focus are modest "catalyst" investments in curricular improvement. One community college, for example, structures a mini-grant program as follows:

- Each spring, ten faculty members are funded to "internationalize" a course they teach. During the summer, faculty-participants develop international materials, exercises, and ancillary materials and then incorporate them into their course.
- During the fall semester, participants develop a syllabus, "pilot" the materials, and conduct student evaluations, then fine-tune the course and submit the syllabus in a web-friendly format by the end of spring. The new "internationalized" curricula are then posted on this website to share with others.
- Meetings are held throughout the academic year to review progress, share materials, exchange ideas, get feedback, and boost enthusiasm. The Project Manager organizes the project and provides faculty participants with the necessary support and assistance for successful project completion.

**Faculty Manager for International Students**

International students expose our domestic students to different cultures and values, broadening their view of the world and enriching their educational experiences. International students also represent a significant source of revenue for the College. Unfortunately, we appear to be at risk of losing both the benefit of their presence and their money.

During the Academic Year 2002-03\(^2\) international students\(^3\) attending HCC generated $713,220 in tuition revenue.\(^4\) A comparison of Fall 2002 and Fall 2003, however, reveals a disturbing decline in both diversity and revenue. In Fall 2002, for example, international students from 51 nations attended the college and paid $288,887 in tuition. The following Fall term, students from 38 nations enrolled and paid $181,944 in tuition. In other words, the College experienced a 26% decline in country diversity in the classroom and 37 percent decrease ($106,943) in tuition revenue.

The College does not have any survey data to explain this significant decrease in diversity and revenue. Anecdotal evidence suggests that issues beyond our control (economic factors, security concerns) and many within our control contributed to the loss. At a time when 54% of respondents to an IIE\(^5\) survey reported either an increase in international student enrollments (33%) or no change (21%) during the same time period, however, I believe it is time for our College to take action.

Teachers can discover a whole new world of innovative instructional resources for preparing students for global responsibility through a heightened awareness the diversity in our classrooms.

---

\(^2\)Academic Year = 02/S1, 02/S2, 02/FA, 03/SP; Source: Student Database  
\(^3\)in this document, students attending HCC on F-1 visas are “international”  
\(^4\)3528 total credit hours X $212.16 out-of-state; Source: Student Database  
\(^5\)Institute of International Education (IIE)
and community. Appointing a Faculty Manager for International Students\(^6\) to create an academic environment that attracts and retains a diverse group of international students is integral to the mandate of the Center for International Education. In collaboration with fellow faculty and college staff, the Faculty Manager builds an infrastructure to support and integrate international students into the classroom, campus and community by:

- Assisting students in their adjustment to life in an American community to ensure that optimum benefit is derived from the period of study in the United States.
- Building cross-cultural relationships among international students, U.S. faculty and students and the Tampa Bay community to provide opportunities for increased global awareness.

In collaboration with the Director, the Manager pursues several external mini-grants to support the efforts to attract and retain a diverse international student population in the classroom (see Funding Sources in the Appendix). In keeping with the Center's 'depth and intensity' approach to programming, the Manager collaborates with the Manager of Exchanges and others.

**Next Steps**

Once the College leadership approves the Budget (see Appendix) for the Center for International Education, the Director proposes the following "Next Steps:"

- **April 2004.** Consult faculty and college leaders on a selection process to choose Managers and Associates. Launch recruitment and selection efforts to fill important Center posts.
- **May 2004.** Recommend faculty for appointment by the College President to the three Managers and one Associate Emeritus position. Initiate recruitment of Senior Staff Assistant and Project Manager.
- **June 2004.** Recommend faculty for appointment by Campus Presidents to the four Associate positions. Extend offer of employment to Senior Staff Assistant and Project Manager (with start date of July 1, 2004).
- **Summer 2004.** Organize and deliver a strategic planning retreat for Center faculty and staff.
- **August 2004.** Introduce Center faculty and staff to College community at Faculty In-Service. Begin process of internationalizing the College.

---

\(^6\) The Faculty Manager for International Students is different from the College's Designated School Officials (DSOs). DSOs are charged with making sure the College and international students comply with federal laws regulating nonimmigrant students. Our current practice of designating 12 individuals as DSOs and managing SEVIS compliance in a decentralized fashion is a matter for campus presidents to review and is not part of the Center's proposed mandate.
FALL 2005 INTERNATIONAL STUDENT ENROLLMENT SURVEY

Deadline: October 21, 2005

Once again, our group of higher education associations is jointly surveying its members/member institutions to gather comparative data comparing this fall's international student enrollments with last fall's, in order to share the results with our memberships and with the public. The partner organizations are: American Council on Education (ACE), Association of American Universities (AAU), Council of Graduate Schools (CGS), Institute of International Education (IIE), NAFSA: Association of International Educators, and National Association of State Universities and Land-Grant Colleges (NASULGC), joined this year by the American Association of Community Colleges (AACC).

To update the information collected in last year's online survey, and to supplement the more comprehensive data you provide each year to SEVIS and to Open Doors, we hope you can give us some quick and early feedback (via the online survey form) on enrollment trends so far this academic year. By sharing that information (in aggregate form) with the international education community and the media, we hope to develop a wider understanding among the press, the general public, and policy makers at state and national levels, about how higher education institutions continue to be affected by the various factors which impact international enrollments.

We realize that it is still early in the academic year, and that you probably do not have final fall registration figures, but the high level of media interest at this time provides an important opportunity to highlight this issue. Therefore we ask you to provide your best early estimates, even if the numbers for your institution are not yet final.

Please try to respond as soon as possible. Unless we get your response by October 21, 2005, we cannot include it in the survey results we report out to the press and public in early November.

A summary of the results will be posted on the websites of all the cooperating organizations, and also distributed to the media in a joint press release. We will send our members copies of the press release as well, in case your school wishes to tailor it for local media use, inserting your own enrollment figures and relevant quotes from campus officials.

In our write-up of the findings, all institutional responses will be anonymous and only aggregate numbers will be shared. We ask for your name below just to insure that no more than one reply is received per institution, and to facilitate follow up if there are any questions.

Thank you very much for participating in this short survey, which should take no more than 15 minutes to complete, once you have gathered the relevant data.

1) Please indicate your institutional affiliation

- University
- Four-year College
- Two-year college
- Professional School
- NGO
- Other

2) Please indicate your name and contact information, which will be kept confidential.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Hillsborough Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Respondent</td>
<td>Newton Beardsley</td>
</tr>
<tr>
<td>Title</td>
<td>Special Studies Manager (IR)</td>
</tr>
<tr>
<td>Tel:</td>
<td>813-253-7157</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:nbeardsley@hccfl.edu">nbeardsley@hccfl.edu</a></td>
</tr>
</tbody>
</table>

Note: When indicating your institution's overall enrollment and new fall admission numbers, please OMIT any Katrina-related incoming international students. You can indicate Katrina-related numbers, if any, in Question 10.

3) Please indicate the estimated total number of international students enrolled in your institution (not
including students relocated to your campus due to Hurricane Katrina), by checking the appropriate range below:

- 1-100
- 101-500
- 501-1000
- More than 1000

4) How has the total enrollment of international students at your institution changed this fall (Fall 2005), compared to Fall 2004 (excluding any Katrina-related enrollments)?

- A substantial increase (30% or more increase)
- Some increase (11-30% increase)
- Slight increase (10% or less increase)
- About the same as last year
- Slight decline (10% or less decline)
- Some decline (11-30% decline)
- A substantial decline (30% or more decline)

*If you experienced a decline in total international student enrollments from Fall 2004 to Fall 2005, please proceed to next questions. If not, skip to question 7.*

5) If you enroll both graduate and undergraduate students, was your decline in international students more evident in graduate or undergraduate enrollment?

- Graduate
- Undergraduate
- Both graduate and undergraduate declined similarly
- Not applicable (enroll only undergrads or only graduate students, not both)

6) Based on feedback from international applicants, what do you believe are the major reasons for the decline in enrollments: (you may check more than one item)

- Visa application process and concerns over delays/denials
- Problems/concern over fees and fee payments related to SEVIS
- Decisions to stay home and enroll in own country's higher education institution
- Decisions to enroll in another country's institutions (other than the US)
- Cost of tuition/fees at my institution
- Home country economic problems
- Other (please specify)

*If you selected other please specify:*

7) Focusing only on newly admitted international students, how has that number at your institution changed this year (Fall 2005) compared to Fall 2004 (excluding any Katrina-related enrollments)?

- A substantial increase (30% or more increase)
- Some increase (11-30% increase)
- Slight increase (10% or less increase)
- About the same as last year
- Slight decline (10% or less decline)
- Some decline (11-30% decline)
- A substantial decline (30% or more decline)

8) Compared to the same time last year, has there been a change in the number of international students who were expected to arrive this fall, but have not yet arrived?

- A substantial increase in delayed arrivals (30% or more increase)
- Some increase (11-30% increase)
- Slight increase (10% or less increase)
- About the same as last year
9) What change, if any, have you noticed for Fall 2005 compared to Fall 2004 in the number of newly admitted international students from the following places of origin (top sending countries and countries with large Muslim populations), excluding any Katrina-related enrollments?

<table>
<thead>
<tr>
<th></th>
<th>Substantial increase (30% or more)</th>
<th>Some increase (11-30%)</th>
<th>Slight increase (10% or less)</th>
<th>About the same as last year</th>
<th>Slight decline (10% or less)</th>
<th>Some decline (11-30%)</th>
<th>Substantial decline (30% or more)</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>China</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Korea</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Japan</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Indonesia</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Malaysia</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Pakistan</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Egypt</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>United Arab Emirates</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Turkey</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Kenya</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Nigeria</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Thailand</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

10) Has your institution taken any special steps to insure that the number of international enrollments does not decline?

☐ Yes
☐ No

11) Please provide in the box below some comments about the steps taken so far, or others that are planned.

An institutional review of international student admissions and retention is in progress.

12) For Fall 2005, did your institution enroll any international students who were originally enrolled in Gulf Coast campuses affected by Hurricane Katrina?

☐ Yes
☐ No

13) If you have accepted such students, please check the box indicating the approximate number you have
accepted.

- 1-10
- 11-30
- 31-50
- 51-100
- More than 100

14) Please comment on any special arrangements, financial support, etc that you are offering to students displaced by Hurricane Katrina.

________________________________________________________________________

15) Other Comments: We would appreciate any other thoughts and observations.

We plan to share some of your comments and ideas with the press and public, but will not provide your individual name or contact information unless you give us permission to do so. To give us permission to use your name, please include your name, title, and contact information after the comments you provide in this comments box.

________________________________________________________________________

Thanks again for your participation!

Submit Survey

This online survey is powered by WebSurveyor.