Message from CCID’s New Executive Director!

Hello CCID Community!

I am thrilled to be greeting you from here in Houston, Texas as your new Executive Director. Thank you for this wonderful opportunity.

As many of you know, I’ve begun making calls to hear about your experience – as members, sponsors, partners, and fans - with CCID and your hopes for its future. Over the past week, I’ve learned that CCID is an amazing global team: you are professional, hard-working, thoughtful and deeply generous. Just looking through this newsletter, you’ll see that your work is global, accessible, and important. I’ve also learned that the CCID community is rightfully very proud of all of its achievements over the years. Thank you for entrusting me with that legacy.

I look forward to working closely with you as we continue to strengthen CCID. Here in our office in Houston, Jennifer Granger de Huerta and Bonnie Farrell have set the bar high for dedication, diligence, and creativity to benefit you. Among our many fantastic projects, please check out the plans for our upcoming Latin America and Caribbean Forum in San Antonio, Texas.

Again, thank you for your support and your enthusiasm. Please don’t hesitate to call or email me any time. I look forward to our work together.

Sincerely,

Mara Andersen
Pitt Community College Hosts Fulbright Scholar from Indonesia

By, Stephanie Rook
Dean, Arts & Sciences
Pitt Community College
Winterville, North Carolina, USA

Pitt Community College (PCC) in Winterville, North Carolina, recently hosted a series of presentations in January 2016 by Fulbright Senior Research Fellow, Dr. Eddy Nurtjahya, from Indonesia. The Fulbright Visiting Scholar program provides opportunities for international scholars to conduct and present research as well as interact with students. Proposed to Congress in 1945 by Sen. J. William Fulbright, the Fulbright Program has emerged as the U.S. government’s flagship international educational exchange program.

Dr. Nurtjahya, is a plant ecologist whose research at the University of Tennessee focuses on the impact of tin mining in Indonesia on Bangka Island, where his home institution Universitas Bangka Belitung (UBB) is located. Dr. Nurtjahya currently serves as the Head of the Institute of Education Development and Quality Assurance at UBB, a relatively new university founded in 2010.

Tin mining is the largest industry on Bangka Island but has also had serious negative effects on vegetation, animal species, and the community as a whole. Bangka Island currently produces one third of the world’s supply of tin, a necessary element for smartphone technology, so the current demand for tin has become overwhelming on this island nation of over 260 million people. Although legal tin mining is conducted by large corporations who lease land and offshore locations from the Indonesian government, some individuals engage in illegal tin mining, extracting tin ore without regard for environmental concerns and leaving the land deprived of necessary nutrients and vegetation.

Dr. Nurtjahya along with his colleagues in Indonesia and at the University of Tennessee are working on research that seeks to identify the most promising plant species which are able to grow and thrive on formerly tin-mined land. During his guest lectures, he presented photos and data to PCC students in geology and environmental biology courses. Students at his lectures asked questions about the role of individuals, corporations, and the Indonesian government to ensure the sustainability of the Bangka Island environment.

To close his visit, Dr. Nurtjahya met with PCC administration to discuss the future of possible partnerships and exchanges involving UBB and PCC faculty and students.
In Any Language, Bergen Community College Students a Success

By, Amparo Codding
International Student Counselor
Bergen Community College
Paramus, New Jersey, USA

Two Bergen Community College students received a U.S. Department of State Critical Language Scholarship (CLS) to study “need languages” as part of multi-week language institutes in Jordan and Japan during the summer of 2015. Fewer than 10 percent of applicants earn entry into the federally sponsored program, according to the most recent data from the Department of State.

Isra Eldosougi, of East Rutherford, and Cristina Valerio, of North Bergen, studied Arabic and Japanese, respectively. They represent the first Bergen students ever selected for a CLS.

Isra, a biology major who plans to enroll in medical school, hopes to one day establish a nonprofit organization in her native Sudan to help the country’s women and children. Frustrated by a language gap she encountered during a previous humanitarian visit, she seeks to provide women and children with a barrier-free advocate.

After attempting to learn Japanese by herself at 11 years old, Cristina has studied the language since enrolling at Bergen two years ago. Since then, she became a world languages major – and trilingual (Japanese, English, Spanish). Cristina has aspirations of moving to Japan to become an English teacher.

We are now waiting for the results of this new application cycle to see if a few more Bergen Community College students become finalists!

One Year Later - A Student Reflection

By, Elizabeth Staub
Alumni
Bergen Community College
Paramus, New Jersey, USA

In July 2013, I set a goal. Living alone and no longer satisfied in my decade-long career as a hairstylist, I decided, “next year, I will live in Spain.” I had recently gone back to school at Bergen Community College, and was feeling inspired by the people I’d been meeting and things I had been reading there. I had been to Andalucía before

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and fallen completely in love with it. So, I saved all my money, moved out of my apartment, sold all my belongings and by August 2014, I was ready to go. My family and friends were worried; they thought my decision was extreme. What are you going to do there? Don’t you think you should just stay here and continue school? Where will you live when you get back? You’ll have to start over again, with nothing!

I had come to a point in my life where I thought I owed this to myself. I never had a doubt that I was making the right decision, and when my family saw that, I gained their support.

I stayed in Spain from August 2014-January 2015 (I wasn’t ready to part after one semester). I traveled extensively through Spain; staying in Madrid, Barcelona, Toledo, Granada, Córdoba, Cádiz, Huelva, Ronda, Nerja... I read, wrote and spoke only Spanish. I formed deep relationships with my amazing host family (with whom I still communicate), wandered the streets alone and struck up conversations with strangers. I taught ESL to a family friend of my host mother; seven year old Ángela and nine year old Juanjo taught me as much as I taught them. I broke language barriers to make friends I will never forget. I even made a few extra euro as a gypsy-traveling hairstylist.

Returning home in January of 2015 was difficult. I came down from the high of a rich, cultural experience. I had just seen and done so much, but now I had no job and no friends in my new city of Philadelphia. I was unfamiliar with this place and how I fit into it. I spent 2015 trying to figure my life out. How could I tie my passion for Spanish language and culture into a new career? That was the whole point of going to Spain, wasn’t it? To have some kind of revelation? A career change? I thought this experience would make me richer and more desirable in the eyes of employers, but instead they seemed confused. I tried to stay calm and tell myself that nothing good happens overnight.

It’s been ONE YEAR now since I returned home and I’m finally back in the swing of things. Though I still haven’t found the right career path, I’m confident about who I am and what I’m looking for at this point. I have faith that the right employer will find value in my experiences. My life in Spain opened my eyes and lives in my heart – I am proud of that move I made and confident that it will help me in finding my niche here in Philadelphia. I cherish the lessons I learned by diving head first into another culture; I have a wider scope on life here in the US and I know that I will always have a home in Sevilla.

Elizabeth Staub transferred from Bergen Community College to Rutgers University School of Business-Camden in the spring of 2015. She is now in her second semester as a Marketing major/Spanish minor.
Fulbright Grant Helps Oakton Connect with Indigenous Communities

By, Paul Palian
Director of College Relations
Oakton Community College
Des Plaines, Illinois, USA

Oakton Community College was the only U.S. community college to receive a highly respected Fulbright-Hays grant in 2014, funding a study of indigenous communities in the summer of 2015.

Professor and Global Studies Coordinator Katherine Schuster and Associate Professor of Psychology Eva de la Riva were awarded the $90,000 grant from the U.S. Bureau of Educational and Cultural Affairs to lead a group of educators on a five week seminar to study indigenous people in Bolivia and Peru.

The 35-day trip provided an intensive and deeply immersive experience that included opportunities to study native languages and cultural practices, to learn about native and medicinal plants and agricultural techniques, to meet with educators and university officials in indigenous areas, to meet with government and NGO officials to examine how government policy affects indigenous communities, to investigate micro-lending programs, and to meet with community organizers and learn about indigenous women in social movements. The group had the opportunity to listen to many oral histories of the area and also visited archeological sites, including Machu Picchu.

...Globalization is rapidly changing the world we live in. By studying its effect on indigenous communities, we also gain perspective on how our own communities are affected.

The travel party included five Oakton professors, six teachers from in-district high schools (Maine East and West, Niles North, and Evanston Township), a College of DuPage professor, and a junior college faculty member from Madison, Wisconsin. A year before the trip, the team began meeting to share discussions and to

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study the history, science, languages, and cultures of the area.

“Globalization is rapidly changing the world we live in. By studying its effect on indigenous communities, we also gain perspective on how our own communities are affected,” Schuster said, noting that the participating educators used the experience to develop exciting new classroom content and curriculum.

Since returning, members of the group have attended conferences to discuss their findings, given presentations to fellow educators, and created new curricula, such as a new honors course introduced at Oakton. Developed by assistant professor of biology Paul Gulezian and Lindsey Hewitt, lecturer in anthropology and humanities, the interdisciplinary course examines how cultural and agricultural practices can affect biological systems and ecology.

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Reminder to CCID Members:

CCID has partnered to offer members a comprehensive plan with streamlined processing for our members through a new partnership with iNext International Insurance. Members are able to work directly with iNext for a faster and more simplified process.

Students, Faculty and Staff of CCID member institutions traveling abroad on official business are eligible for reduced rate coverage through iNext International Insurance. iNext plans not only provide medical, accident, mental health, and emergency dental coverage, but also have repatriation and emergency medical evacuation built into the plans.

For more information, visit http://www.ccidinc.org/study_abroad_sickness_accide.php.
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February 20 – 22, 2016 marked CCID’s 40th Anniversary Celebration! With over 300 people attending from 15 countries, networking and learning dominated the event. Dr. Maxwell King, credited with founding the organization at Brevard Community College (now Eastern Florida State College), attended and presented the Dr. Werner Kubsch Award for Outstanding Achievement in International Education to Ross Jennings from Green River College in Auburn, Washington, USA. Attendees honored Dr. King to a standing round of applause for his vision, passion, and hard work in creating CCID four decades ago.

Participants of the Global PartnerFind Networking event explored partnership possibilities with representatives from 15 countries. CCID is unique in offering non-U.S. representatives a featured platform to actively engage with counterparts. The excitement and opportunities of the PartnerFind event energized the conference as people explored collaborations for students and faculty; curriculum development and joint degree programs; and recruitment potential.

For the first year, CCID offered Peer Learning Communities in which panelists first heard from the audience, then shared their expertise, and finally engaged in dialogue. This flow of conversation recognized that each person brings in varying levels of knowledge and should be allowed to share that with peers. Both the Learning Communities and PartnerFind extended CCID’s newest member-only programs to offline interactions.

As global engagement at community colleges grows, so did the diversity of topics explored. Presenters spoke about integration of study abroad with technology-supported reflective practices; new possibilities through Baccalaureate programs, and research-based evidence of long term impacts of study abroad in our institutions. Several efforts to document internationalization at state, national, and global levels—including efforts led by California, Florida, and CCID—continue to push our field forward in new ways Dr. Maxwell King could never have imagined in 1976.

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If you couldn’t join us this year, we hope you can be in Houston, Texas February 18-20, 2017 as we dive deep into Global Pathways at CCID’s 41st Annual Conference.

COMMMENTS MADE BY DR. THOMAS CAREY AT THE 40TH ANNIVERSARY DINNER

“I am a Community College and CCID lover from North Hennepin Community College in Brooklyn Park, Minnesota where I spent 35 years working in International Education. I finished off my career working for ten more years at the University of St. Thomas in St. Paul, MN as an Immigration Specialist and Advisor. So with the 7 years in high school teaching I completed 52 years in Education. I had the privilege of working with international students just starting their coursework at NHCC and then working with those completing their doctorate at UST.

When I decided to go into International Education I felt I needed to go where the experts were in order to learn more and thus I came to CCID in the early 1980s and boy did I learn more from Max King, Sy Fersh, Jim Humphries, and many other practitioners and what a rewarding and enriching experience that was. I learned so much practical information and took advantage of many of the CCID opportunities with Czech Tech, in Budapest, with the Australian TAFES and Alan Silver, and the encouragement to start our own consortium in Minnesota called Education for Global Learning (EGL). As I became more proficient I was invited by CCID to do some presentations, some pre-conference workshops, and some joint workshops with NAFSA: Association of International Educators where I was the first community college person to serve as a Vice President. I was very honored to be a recipient of the Werner Kubish Award in 1998.

In closing I would like to congratulate the CCID Board, Officers, presenters, and members for such a wonderful 40th Anniversary Conference and for the fantastic contributions you have made to International Education in the Community Colleges over the past 40 years. CCID has made a significant difference in helping Community Colleges in the United States to establish and grow outstanding International Education Programs that were pretty non-existent in 1976. I encourage all of you here tonight to redouble your efforts in working in international education as I strongly believe that the more we know and understand about other countries and cultures will lead us to a greater understanding of all people will provide us with a world of PEACE. Thank you!”

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Visit http://www.ccidinc.org/summer_regional_forums.php for more information!
The Alamo Colleges hosted 88 students from Mexico as part of the 2015 SEP-Becalos-Santander Universidades (SBSU) Program from August to December 2015. The SBSU program is sponsored by the Televisa Foundation, Public Ministry of Education (SEP), Santander Universities, 100,000 Strong, and the United States Embassy in Mexico. The program is also part of the U.S.-Mexico Bilateral Forum on Higher Education, Innovation, and Research (FOBESII) initiative created in 2013.

In 2015, Alamo Colleges was one of seven community colleges selected to receive SBSU students. The objective of the program is to increase global competitiveness and economic development through collaborative international programs and exchange opportunities for Mexican students. This four-month exchange focuses on increasing the academic and practical knowledge of undergraduates in various fields. SBSU participants were placed as full-time students at four Alamo Colleges: San Antonio College, Palo Alto College, St. Philip’s College (Martin Luther King and Southwest Campus), and Northwest Vista College.

Students originated from ten higher education institutions in Mexico including Universidad Politécnica Metropolitana de Hidalgo, Universidad Tecnológica de Chihuahua, Universidad Tecnológica General Mariano Escobedo, Universidad Tecnológica El Retoño, Universidad Tecnológica de San Luis Rio Colorado, Universidad Politécnica de Santa Rosa Jáuregui, Universidad Tecnológica de Durango, Universidad Tecnológica de Saltillo, Universidad Politécnica de Cuautitlán Izcalli, and Universidad Tecnológica de la Zona Metropolitana del Valle de México.

All SBSU students participated in an Early Acclimatization Student Exchange (EASE) program designed to assist them with adjusting to the course schedules of the American higher education system. Local company excursions, professional development experiences, developmental workshops, and cultural activities were also included in the program to broaden students’ perspective of their experience in San Antonio and to encourage them to learn more about and become involved in the local community.

Students also volunteered at Habitat for Humanity and the San Antonio Food Bank. The most popular extracurricular activities were boxing, soccer, basketball, drawing, weight-lifting, and Olympic swimming. Students also joined the Somos MAS Club, promoting Mexican American culture, and Students for Environment Awareness (SEA).

Lodging for the 2015 program included the Tobin Lofts, Villa Maria Residence, and host families. Housing accommodations included meals and Internet access. Students also learned how to navigate the city using the local public transportation system.

On December 15, 2015, students returned to their homes in Mexico, feeling accomplished personally, academically, and professionally, while looking forward to future endeavors.
Community College vs. Four-Year Enrollment Trends in Vietnam: From Steady Decline to Sudden Rebound

By, Dr. Mark Ashwill
Managing Director
Capstone Vietnam

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s I have mentioned to colleagues on a number of occasions, including in a presentation at the 2015 NAFSA annual conference, the enrollment gap between US community colleges and four-year institutions has been closing in recent years. As you can from the statistics below, the changes over the last six (6) years have been dramatic.

In the 2013/14 academic year, according to the Open Doors international academic mobility report, Vietnam (VN) ranked 3rd in international enrollment at community colleges (CCs) with 7,968 students, or 8.4% of total CC enrollment nationwide. In percentage terms 55% of all Vietnamese undergraduates were enrolled in a CC that year, most with the goal of transferring to a four-year school and completing their bachelor's degree.

Here's what this picture looked like over the previous four (4) years:

- 2012/13: VN ranked 3rd with 7.9% of total int'l CC enrollment=6,855 (60%)
- 2011/12: 3rd with 8.7% of total int'l CC enrollment=7,656 (68%)
- 2010/11: 3rd with 9.9% of total int'l CC enrollment=8,895 (80%)
- 2009/10: 2nd with 8.5% of total int'l CC enrollment=8,005 (90%)

Let me emphasize the significance of the numbers from the 2009/10 academic year: 90% of all Vietnamese undergraduates were enrolled in a community college. Within four years that percentage had decreased to 55% and has since rebounded to 64%.

Why? Three possible reasons, which could be seen as converging factors, are: 1) rising incomes; 2) a greater number of US colleges and universities whose overall cost is just a bit higher than the upper range for community colleges have entered the market, and; 3) better admission qualifications among US-bound students, including English proficiency.

The Rebound

The 2014/15 Open Doors data for Vietnam revealed that this downward trend has stabilized, at least for the time being. Vietnam remains in 3rd place – after China and South Korea - with 8.4% of the total international community college enrollment, or 7,698 students, an impressive one-year increase of 15.4%. Because of another double-digit percentage increase in overall enrollment (12.9%), the 14th consecutive year of growth, including significant increases in “other” (i.e., ESL programs) and OPT students (Optional Practical Training), the bump in

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Vietnamese CC enrollment was a modest 5%.

According to the latest SEVIS by the Numbers quarterly update from November 2015, which represents real-time data, 27.9%, or 8,058, of Vietnamese students in the U.S. – at all levels – are enrolled in an associate degree program. (Vietnam’s overall increase was a robust 18.9% from July to November 2015.)

What could explain this statistical about-face? The fact that more community colleges are discovering Vietnam, continuing cost sensitivity and the sustained popularity of the high school completion program in Washington state. Most of the 2,164 Vietnamese students in Washington, which hosted more than 1 in 10 Vietnamese nation-wide last year, are enrolled in a community college. This includes those that offer a high school completion program, enabling student to earn a dual qualification, i.e., a WA high school diploma and an associate’s degree.

The bottom line is that Vietnam is still a solid undergraduate market (66.5%) with the majority of students beginning their studies at a community college, which means that these institutions should continue their recruitment efforts and that their four-year colleagues should recruit directly from both Vietnam and transfer US fairs.
Russian Fulbright Visitor to ForsythTech

By, Herb Burns
Forsyth Technical Community College
Winston-Salem, North Carolina, USA

This March Forsyth Technical Community College had the distinct honor to host a Fulbright Scholar from Russia. Elena Zagainova is as a Translator of the International Affairs Office at the Amur State University, Blagoveschensk. She has been working in this position since July 2012. Ms. Zagainova is responsible for carrying out translations of different documents, providing visa support to international students and teachers, supervising of student exchange programs. Together with her colleagues she develops various projects for international students to help them integrate into Russian reality. Currently she combines her work at the International Office with postgraduate studies (Linguistic Support in Cross-Country Relations).

Elena spent a week with Forsyth Tech as part of her networking experience/requirement. During the visit at the college Herb Burns the Coordinator for International Partnerships developed an agenda which allowed Elena to meet Presidents, Vice presidents, faculty, and staff at several Universities and Colleges. Meetings took place at Forsyth Technical Community College, Winston-Salem State University, University of North Carolina School of the Arts, and Salem College, and the Center for Design innovation.

As a result of these meeting Elena is able to take back with her knowledge of best practices not only from our community college but other intuitions in our community. We hope that there will be an opportunity for a Russian Bio Tech person participate in our National Center for the Biotechnology Workforce intern program. There is also a strong Design connection with their Design School that could generate a possible collaboration with our Architecture and Interior Design Programs.

Forsyth Tech. has produced two Fulbright Scholars and Elena is the Second to be hosted by our institution. Our college continues to look for opportunities to communicate, collaborate and create, with global partners in international spheres of mutual interest.
In the first week of January 2016 a group of us who work together on a national community college biosciences project were able to visit and present at the 103rd Indian Science Congress. This year’s conference took place at the University of Mysore. Mysore or officially known as Mysuru, is the third most populous city in the state of Karnataka, India. Mysore is located at about 146 km (91 mi) southwest of the state capital Bangalore and is spread across an area of about 128 km² (50 sq mi). Mysore, a very beautiful city served as the capital city of Kingdom of Mysore for nearly six centuries until 1947. Mysore is noted for its palaces, its beautiful countryside and tourism is a major industry. The University of Mysore was established in 1916. Today the University has over 42 Postgraduate Departments. It is providing higher education to about 85,000 students, over 10,000 are Postgraduates. As many as 1,400 students are from 50 countries pursuing higher studies. New courses and programs such as Masters in Biotechnology, Microbiology, Electronics, Genetics, Electronic Media, Geographical Information Systems, Information Technology and Management, Computer Cognition Technology, Financial Analysis and Management, Tourism Administration etc., have been introduced to meet the emerging needs of technology and society and to develop the necessary workforce. Our mission at the Indian Science Congress was to present the bioscience workforce education and training effort that we have collectively done for many years. Our team comprised of Dr. Elaine Johnson, Executive Director of Bio-Link, an NSF ATE center based in San Francisco; Dr. Sonia Wallman, a founder of the NSF ATE NBC2 with a focus on Biomanufacturing; Dr. Linnea Fletcher, Dr. Sulatha Dawarakanath and Poornima Rao all based at Austin Community College’s AC2 Bio-Link Regional Center and myself Russ H. Read, Executive Director of the National Center for the Biotechnology Workforce, based at ForsythTech in Winston - Salem, NC. Some of our work can be seen at the following web sites: www.biotechworkforce.org; www.bio-link.org and www.biomanufacturing.org We had a wonderful visit to the city and university and we are hopeful that we will collaborate and reciprocate with our newly found Indian colleagues in the very new future. A presentation that I gave once back in the US can be found at: https://youtu.be/8S-G84q-vbg
Madison College and the Institute of Technology-Blanchardstown, Ireland have entered into a partnership for student and faculty exchange, course articulation and other internationalization efforts.

IT-Blanchardstown is a comprehensive Institute of Technology located in suburban Dublin Ireland region and is a hub for technical training related to Ireland’s burgeoning information technology sector.

This agreement builds upon a system-to-system agreement established in 2012 between the Wisconsin Technical College System (16 colleges) and the Institutes of Technology Ireland (13 colleges).

In conjunction with the signing Madison College and IT-Blanchardstown have each conducted administrative exchanges including a visit from IT-Blanchardstown president, Dr. Mary Meaney and Development Director, Mairead Murphy.

According to Dr. Mary Meaney, President of ITB, “We are delighted to sign a partnership MOU with Madison College. Having met with staff on our recent visit we were struck by their enthusiasm to work with us in internationalizing our curriculum firstly through staff exchanges that will build on this mutually beneficial collaboration.”

Beginning in March 2016, Madison College launched the first faculty exchange to IT-Blanchardstown. International Business instructor, Dan O’Brien participated in a short-term exchange focused on strategies for joint online learning projects and collaboration in the development of international business curriculum.

“In today’s global business environment, understanding accounting procedures around the world is critical,” explains O’Brien. “This international instructor exchange is not only valuable for faculty professional development, but also extremely valuable to the students whose classroom engagement will be enhanced through this partnership.”

Madison will host a faculty member from IT-Blanchardstown in the upcoming academic year and looks forward to launching student exchange opportunities in the near future.
Northeast Wisconsin Technical College International Alumna Shares Knowledge in Indonesia

By, Kari Bacher
International Student Support and Internship Assistant
Northeast Wisconsin Technical College
Green Bay, Wisconsin, USA

Northeast Wisconsin Technical College (NWTC) alumna and former Community College Initiative (CCI) participant Maria Beverly Rambu Katibi is sharing her knowledge and experience living in the United States with students in Indonesia.

During her time in Green Bay, Beverly volunteered for several local non-profit organizations including Habitat for Humanity and The Bridge-Between Retreat Center. She brought that desire to pay it forward back to Indonesia and is now sharing her knowledge with students in Kupang. She is an active volunteer in her Indonesian community helping combat human trafficking and providing educational opportunities for youth.

After returning home, Beverly presented a workshop for young people about how to create WordPress, a free online resource to create websites and blogs, which she learned about while studying Digital Media Technology at NWTC.

Additionally, Beverly has shared her experience studying in the United States with high school students on a nearby island. She encouraged the students to believe in themselves and work hard towards accomplishing their educational goals. The high school students imagined themselves as college students in the US by trying on Beverly’s NWTC graduation cap, gown and honor cords. Beverly now works as a news reporter at a local TV station in Kupang, Indonesia. She regularly presents two live dialogue programs.

The Community College Initiative Programs is sponsored by the Bureau of Educational and Cultural Affairs of the United States Department of State.
Seventeen Delta College honors and Foreign Language students spent their week of Spring Break 2016 volunteering in the small town, Playa Samara in Costa Rica. While we were there, the students made, fixed, and playground equipment at three different schools, including one preschool as well as two elementary schools. In addition, students worked with the local Community Center, CREAR in various after-school activities including crafts, reading, and writing. Delta College students also helped organize, clean, and fix up Samara’s public library as well as paint, clean, and fix up the local Community Center, CREAR. This was the second service-learning trip Christine Coleman and Crystal Starkey led to this area of Costa Rica; students read about the history of the country and the culture, as well as wrote a pre-reflection essay prior to our departure. During our time in Costa Rica students were required to interview local residents about various aspects of their culture to gather information for their final project regarding their overall experience in Costa Rica. Upon return to Delta College, the students will prepare for their final presentation at the Delta College Student Presentation Conference in April about their Costa Rica service learning experience. The students were diligent and committed to the cause, and worked very hard everyday. We couldn’t have asked for better students or a more welcoming and inviting environment. This was a rewarding experience for all involved, and we hope to return to Samara in the coming years!
In March 2016, three CCID Community Colleges chose Ireland for their Spring Break program. Jackson College, MI, Davidson County Community College, NC and Clackamas Community College, OR visited the Institute of Study Abroad Ireland. It was the second trip for Jackson College and Davidson County, led by Becky Roberts and Mellissa Johnson respectively. Clackamas were in Ireland for their first visit, led by Sue Mach and Toni Thomas.

Jackson College arrived on February 29th, and their first visit, an hour after arrival, was at the Hill of Tara. Coincidentally, a film crew were on site, recording a video for the celebrations of Ireland’s centenary of independence. You can watch the video here [http://bit.ly/1LThEAN](http://bit.ly/1LThEAN). Highlights of the Jackson trip included a visit to the awesome Cavan Burren, a trip to the Belleek Pottery Factory and a great evening of traditional music with the band Erdini.

Davidson County arrived into Dublin as Jackson College departed, and proceeded to have a fine time in the Hills of Donegal. One of the highlights of the Davidson County visit was a surf lesson in the balmy (!) waters of the Atlantic Ocean. Everyone acquitted themselves very well. The Davidson County group were very interested in the literary history of Ireland, and enjoyed a special day around Yeats Country, which included the magical Glencar Waterfall, which inspired the Yeats poem ‘The Stolen Child’. Another trip that made an impact on the students was the visit to Derry City in Northern Ireland.

Clackamas Community College arrived as Ireland geared up for St. Patrick’s Day, and they were rewarded with beautiful spring weather for the duration of their trip. The students were surprised that their sunglasses were more useful than their umbrellas!

Participation in the Patrick’s Day Parade in the town of Bundoran was a wonderful experience and the local community was most grateful to the students, who undertook a clean-up of a local scenic spot as part of their service requirement.

Each of these college programs included lectures on Irish history and culture, daily field trips, cultural activities, and a visit to the cities of Derry (Northern Ireland) and Dublin. You can review the daily activities on the Facebook page of the Institute of Study Abroad at [https://www.facebook.com/studyabroadireland/](https://www.facebook.com/studyabroadireland/). The Institute of Study Abroad Ireland also runs funded site visits to Ireland for study abroad advisors and faculty, and further information can be had by emailing [info@isaireland.com](mailto:info@isaireland.com).
Rooting around in Costa Rica

By, Mark Horstmeyer
Director of College and Community Relations
Moraine Valley Community College
Palos Hills, Illinois, USA

There are sabbaticals where a semester is spent researching and writing—perhaps completing work on a dissertation. There are other sabbaticals where the semester is spent in the wilderness investigating fauna and flora. Then there is the sabbatical taken by Tamarra Coleman-Hill, assistant professor of Communication Moraine Valley Community College, Palos Hills, Illinois, in fall 2015—finally answering a call she first heard back in the 1990s in Southern California.

“When I was an undergraduate, I was working as a waitress, and a co-worker talked about her trip to Costa Rica. It sounded like an adventure,” said Coleman-Hill. So she did more research and discovered that Costa Rica “is a great place for sustainable agriculture.” Her interest in natural and organic food also flamed her interest in agriculture and owning a farm, but she kept putting it off even though every year she would tell her mother that if she weren’t teaching…

So when Coleman-Hill had the opportunity to take a sabbatical, she decided it was time to follow through. She chose to spend eight weeks at Earth University in Guácimo, which is in the heart of the tropical rainforest in the Caribbean lowlands of Costa Rica. The private, non-profit university offers a four-year undergraduate program in agricultural sciences and natural resources management to its 430 students who come from Costa...

“...It was an eye-opening cultural experience,” she said. “I saw how they live on farms. The average income is $6,000 a year, but despite the low income, you don’t have those desperate poor areas like in the U.S. It seems that most Costa Rican people have basic needs met. There is poverty, but it is different.

(Continued on page 20)
Rica and other developing nations in Latin America and Africa, such as Guatemala, Honduras, Nicaragua, Liberia, and Uganda. Earth University also would allow her to bring her family as the school has faculty housing and a K-12 school on the campus.

Although Coleman-Hill had four years of Spanish, her ability to communicate effectively was challenging. Classroom instruction was in Spanish and the farm managers with whom she worked spoke no English. She was able to connect, however, with students, especially those who were from African nations as they spoke English. She had imagined that she would spend a lot of time involved in farm work, but actually she spent more time with students and faculty in the classroom, dining hall, informal coffee dates, and gatherings at the residences on campus. Wednesday was designated as community day, so she, along with the students, took buses to the local family farms for the day. There were also opportunities to work in “la comunidad” (the community) on Saturdays. On one of those Saturdays Tamarra, along with four other students and a faculty member, built two bio-digesters.

The bio-digesters were built using plastic pipe, tire treads, and plastic buckets and other materials that local farm owners could access and afford. The bio-digesters are able to convert animal waste into methane gas that can be used for cooking gas and electricity, saving money for local families that can be allocated for other living expenses.

Her time was also spent doing research on urban agriculture—something she would like to introduce at Moraine Valley. She also hopes to incorporate experiential work in social issues and develop career paths for students here. Coleman-Hill noted the students, at Earth, were involved in internships that were important and relevant to their career interests. Earth University has a relationship with Whole Foods and provides bananas to the supermarket company. Some students were able to procure internships with the grocer and learn about food production, trade and other aspects of business. The university also sells yogurt and cheese to the food store chain.

Despite her busy schedule, Coleman-Hill and her family found time to sightsee. They visited Cahuita National Park, beaches on the Caribbean and Poas Volcano. They rented a house in the jungle for a weekend that had an open wall where anything could come in like “enormous grasshoppers” and “flying cockroaches. They were big!”

“It was an eye-opening cultural experience,” she said. “I saw how they live on farms. The average income is $6,000 a year, but despite the low income, you don’t have those desperate poor areas like in the U.S. It seems that most Costa Rican people have basic needs met. There is poverty, but it is different. They’re welcoming, proud and respectful.”

She plans to return, but this time it won’t be in another 20 years or so. In fact, it will be in April when she represents Moraine Valley at a college fair and to do more exploring. And possibly build another bio-digester?
fresh off the heels of working in Malawi, Tanzania, Ethiopia, Nepal, Bangladesh, Colombia, Peru, Bolivia, and Haiti, Humber interns are back on Canadian soil and eager to share what they’ve learned. They have returned from a six-month internship with the 2015-2016 International Youth Internship Program, an initiative funded by Global Affairs Canada, as part of the Government of Canada’s Youth Employment Strategy.

The 20 interns worked alongside our partner organizations on projects related to agriculture, water and sanitation, private sector development, child rights and education. By confronting some of the most pressing issues in international development, they developed a new lens to view the world, and are now equipped with the skills and attitude to be effective development practitioners.

Humber-IYIP intern Daryl-Ann Sdao stands among the newly planted maize field in a CPAR project aimed to equip students with agricultural and life skills in the Bunda District, Tanzania.

Daryl-Ann Sdao, a graduate of Humber’s International Development Post-grad Program, who took a leave of absence from her position at Red Cross in Thunder Bay to do the internship, says living and working in rural Tanzania with Canadian Physicians for Aid and Relief (CPAR) helped her to better understand the complexities of international development. “It is one thing to read about it and write about it from an academic perspective - and another to be there in it”, she said. “Learning and engaging with the community and government on issues of governance and gender provided me with a far deeper understanding and a larger overall context.”

As one of the only foreigners in the community, and with limited access to western luxuries, Daryl-Ann navigated the experience with an open mind and with her signature laughter. “I had to adapt to the unfamiliar living arrangements that included frequent power outages, infrequent running water, no washer/dryers, no modern kitchen appliances, unfamiliar food, and so much more. I often had to problem solve issues creatively - like making a bath cloth out of one of my socks and learning Swahili and using sign language to communicate with the mostly non-English speaking community.”

One of the key lessons she learned is that culture shock was a real and challenging feeling. “It was very difficult in the beginning because I felt like I was always doing something wrong and embarrassing myself, but I learned that Tanzanians have an amazing sense of humour and I was eventually able to find humour in my discomfort and learning process. It has made me a more culturally competent person.”

To learn more about Daryl-Ann’s and others experience, follow their stories on business.humber.ca/idi. We will be showcasing their photographs illustrating their contribution to our international partner NGOs, providing a rare glimpse into a day-in-the-life of an international development practitioner working in the field.
Registration is now open for the 4th Annual National Community College Peacebuilding Seminar. The seminar will be held October 21-24, 2016 at Northern Virginia Community College (NOVA)/Alexandria, VA and is sponsored by NOVA's Institute for Public Service. Registration closes September 23.

The registration form and further information can be found here (http://www.nvcc.edu/ips/peacebuilding). The seminar is the only DC-based program designed specifically for community college professionals that examines issues of peacebuilding, conflict resolution, global affairs, social justice, peace education, and domestic conflict. Since 2013, over 90 educators from 35 community colleges have attended the program.

The 4-day seminar has included visits and briefings to DC-area federal agencies and non-governmental, intergovernmental, and advocacy groups including the U.S. Institute of Peace, Organization of American States, U.S. Holocaust Memorial Museum, U.S. Agency for International Development, and the U.S. Department of State (U.S. Diplomacy Center).

In addition presenters have contributed from a range of think tank, practitioner, advocacy, and educational groups including the Pulitzer Center on Crisis Reporting, The Truth Telling Project, Global Peace Index, American Red Cross, Alliance for Peacebuilding, The Peace Alliance, Saferworld, The Democracy Commitment, George Mason University's School for Conflict Analysis and Resolution, Sustained Dialogue Institute, Stanford University Human Rights Education Initiative, and Doctors Without Borders.
Take a look at how to write *Happy Birthday* in Chinese—生日快乐. You have ten seconds to memorize it, and then write it the best you can remember on the board behind you,’ instructs Vanessa Chan, a second-year Hillsborough Community College student from Hong Kong. Turn the corner and you see a long line for the young lady drawing henna for patiently waiting students, and at the far end of the courtyard, Vietnamese students teach eager students the traditional Vietnamese Bamboo Dance. Later in the day, four of Chinese students re-enact the traditional lion dance throughout the entire festival to the delight of everyone!

This was the scene at the 19th Annual International Festival at Hillsborough Community College on Thursday, March 31, 2016, which included over 500 participants from over thirty countries. The International Student Festival is the opportunity for students from all over the world to introduce their culture to the rest of the student body on the HCC Dale Mabry campus. Food, fashion, dances, games, and performances filled the festival, and all told it is one of the largest annual festivals at Hillsborough Community College. “I love the opportunity to share my culture,’ said Tahkir Kakimov, one of our Kazakh students who participated in the festival. “Kazakhstan is a great place and everyone should visit!”

Hillsborough Community College, located in Tampa Florida, is home to over 300 F-1 international students from 70 different countries. The International Student Festival is just one of the many events that takes place each year in which international students can showcase their countries and culture to the entire campus community.

For more information, please check out the video from the 2016 International Student Festival!
Nearly ten years ago the Association of American Colleges and Universities identified global competencies and intercultural skills as essential components of a 21st century college education. Since then research has shown that international education is a significant contributor to workforce development, as well as entrepreneurship and innovation. It markedly increases a student’s skills and employability, producing graduates with the appropriate skills and knowledge to function effectively in an interdependent, highly diverse, and complex global workplace. And yet the nation’s nearly 1200 community colleges have lagged behind 4-year institutions in acknowledging the vital importance of global education in their mission statements, curricula, faculty development agendas, and declared learning outcomes. Efforts at internationalizing community colleges face a variety of barriers from restrictive institutional tenure and promotion policies, state charters prohibiting the construction of student housing, and competing budgetary priorities to, surprisingly enough, ambivalent attitudes among faculty toward the value of global learning. Since community colleges enroll almost half of all undergraduate students in the US, these challenges demand immediate remedy through concerted campus leadership.

To meet these challenges, the Office of International Education at Harper College has adopted an innovative approach to internationalization through a partnership between the college administration and faculty. The Harper College “Internationalization Itinerary” consists of three integrated tracks: strategic planning, curriculum infusion, and demonstrable deliverables.

Every five years, a Strategic Internationalization Plan is developed and operationalized by Office of International
Education personnel and a shared governance committee of faculty, administrators, and support staff. The centerpiece of the Strategic Plan is the Global Regional Focus, which is a 3-year cycle of interdisciplinary programs and area studies centered around a particular region of the world (for more information on our first Global Regional Focus on Africa, see CCID Spotlight, March 28, 2016). Every year, most activities, including programming, study abroad, and faculty development, are intentionally coordinated around themes and topics associated with the Global Regional Focus.

The second track of Harper College’s Internationalization Itinerary is to promote cross-curricular infusion through faculty development. The key to graduating globally competent students is to have globally-infused curricula. Since faculty oversee curriculum, they are the linchpin in any effort to internationalize across the curricula of the college. In addition to a robust series of faculty development workshops, we have created meaningful opportunities for faculty to work together in integrative and global contexts through our Globally-Infused Curriculum Units project. Focusing on a commodity (e.g., sugar or coffee) from the Global Focus region, an interdisciplinary group of 5-7 faculty develop two-week units around the topic and present the material to a cohort of students in an integrative seminar setting.

In an effort to promote a culture of accountability, the third track of our Itinerary focuses on measurable deliverables. We count and document everything, from how many people attend our programs and workshops or how many students participate in study abroad courses to the traffic on our social media sites. In fall 2015, we also implemented Global Learning Outcomes across the diverse curricula of the college, from traditional academic tracks and career and technical programs to study abroad courses, and we are now in the process of collecting data from faculty. With data such as assessment results and attendance figures, we are able to report accurately the impact our efforts and make a stronger case for sustained funding.

Together these measures have successfully galvanized both faculty and administrative support across our campus. The administration appreciates that our approach to internationalization is fiscally responsible, strategic and connected to the college’s Goals, and intentional in its programming. Faculty participation in our programs has consistently risen over the past three years. Although we have only collected one year of data, we continue to strive to demonstrate that students are gaining an international perspective across the curriculum through our global learning outcomes. As we transition to our next Global Regional Focus on Latin America, our Internationalization Itinerary is on track for another successful year.
Short Term Program for STEM Students from Denmark

By, Namiko Bagirimvano
Manager for International Housing & Short Term Programs
Tacoma Community College
Tacoma, Washington, USA

Tacoma Community College (TCC) was pleased to host 23 students from Denmark this past February for a 4-week STEM focused short-term program. The students attended English, American Culture and Physics classes and also had an opportunity to explore the Tacoma and Seattle region through numerous off-campus excursions. The students were very engaged with our host families, staff and faculty members throughout the entire program. The physics part of the program focused on the collapse of the Tacoma Narrows bridge and the students final project was to construct their own model bridges applying the principles they learned in the classroom.

Students testing their bridge design in the physics class

Students with their host family

Leadership from both institutions

Leadership from both institutions

Leadership from both institutions

Farewell event for the students

We enjoyed having the leadership team from Denmark on campus throughout the duration of the program, which clearly demonstrates a commitment to ensuring students success. We had meaningful conversations during the program and look forward to developing our relationship in the future. We are already preparing to welcome the next group of students in 2017 and improve our services for the institution and students while contributing to the mission and goals of TCC’s campus internationalization efforts.

This STEM short-term program would not have been possible without our membership in CCID so a huge thanks to all the hard working folks and collaborative people at CCID. Thank you!
When Greta Dobenecker graduated high school in Muenster, Germany, she was certain of one thing: she wanted to find a college where she could pursue her passion for volleyball while receiving a high quality education. Determined to market her athletics skills and express her academic ambition, Dobenecker created a personal webpage that attracted the attention of many volleyball coaches, including IRSC Head Coach Stephanie Skidmore.

“Of all the colleges I spoke with in the United States, IRSC felt like the best fit because of its reputation for academic excellence and the familial atmosphere conveyed by Coach Skidmore, even thousands of miles away,” said Dobenecker. “I liked the idea of earning an associate degree in a nurturing environment before transferring to a larger university.”

Greta’s freshman year at IRSC has been a resounding success both in the classroom and on the volleyball court. She holds a 3.82 cumulative grade point average, placing her in the Top 10% of IRSC athletes and earning a spot on the 2015-16 Florida College System Athletics Association All Academic Team. Additionally, her performance in the National Junior College Athletics Association Southern Conference Championship resulted in her nomination to the Southern Conference 1st Team honor. She also represents the Volleyball team on the Campus Coalition Government, where she enhances her student life with leadership and volunteer opportunities.

“IRSC has become my second family,” Dobenecker said. “I’ve never second guessed my decision to study and live abroad. I love my team and the education I’m receiving. I encourage anyone in the same position to follow their passion and achieve their dream!”

“I’ve never second guessed my decision to study and live abroad. I love my team and the education I’m receiving.
Dallas Colleges Offer New International Honors Certificates

By, Monika Byrd
Dean of Leadership Development and Service Learning
Phi Theta Kappa Honor Society

Dallas County Community College District (DCCCD) is expanding the international education opportunities for its high-achieving students through piloting Phi Theta Kappa’s International Honors Certificates (IHC) program.

International Honors Certificates are academically rigorous online courses developed at leading universities that allow students to develop a global understanding in a particular discipline or topic. Students complete the courses independently and at their own pace and earn specialization certificates from the university upon successful completion.

These valuable credentials can be earned in four disciplines: Global Entrepreneurship from UCLA, International Business Human Resources from the University of South Carolina, Organizational Leadership from the University of Johannesburg, and Contemporary China and Chinese Culture from the Beijing Language and Culture University. Choices will be expanding soon.

DCCCD launched the program to get more students engaged in international education to meet the needs of employers in the Dallas area.

“The International Honors Certificates program is a rigorous, elite university program made available through Phi Theta Kappa to all of our high-achieving students regardless of whether they are Phi Theta Kappa members,” said Anna Mays, DCCCD Associate Vice Chancellor for Educational Policy and Student Success. “The program provides valuable international credentials for our students to set them apart in a competitive environment.”

Each of the IHC courses includes a capstone unit on International Leadership in Action & Discovery (ILIAD). Designed by Phi Theta Kappa, this unit guides community college honors students in the creation of a personally relevant, international, experiential learning plan and the development of leadership skills required to successfully implement and complete the plan. It also prepares students to complete scholarship applications to fund international experiences, such as the Benjamin A. Gilman International Scholarship, serving as a launch pad to further develop a global mindset through an opportunity like study abroad.

Like the IHC courses, students complete the ILIAD capstone online through independent and self-paced study and earn a certificate upon successful completion.

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The development of global knowledge and competencies through an IHC and ILIAD capstone facilitates breaking through the barriers that exist for community college students to gain the competitive advantages that international experience provides.

“The IHC program is designed to provide two-year college students with the global perspectives and experiences we know they need to be successful in a global economy,” said Phi Theta Kappa’s President and CEO Dr. Lynn Tincher-Ladner.

To learn more visit [www.ptk.org/Programs/InternationalHonorsCertificates](http://www.ptk.org/Programs/InternationalHonorsCertificates) or email ihc@ptk.org.
Cross-Cultural Solutions (CCS) is a non-profit organization, offering service learning programs abroad in ten locations worldwide! We are proud to partner with CCID to offer the Wofford Scholarship to students and faculty members annually. The Wofford Scholarship gives the opportunity to participate in CCS programs at 50% of the program fee for CCID Community College participants.

2015 Kirkwood Community College student participant, Signe Hovet, stated the following about her experience with CCS, "My experience in Peru opened my eyes to the world and everyone we met, both at the volunteer sites or the people that work at CCS Lima. They are some of the best people that You could ever meet."

CCS is thrilled to be working with the following Community Colleges in 2016, traveling with the CCID Wofford Scholarship: Humber Institute, Hillsborough Community College, Kirkwood Community College, Waukesha Technical Institute, and College of Lake County. Utilizing this scholarship, nearly 100 total students this year from the five colleges will experience global exchange and cultural learning with CCS!

We’d love to speak to you about how your Community College can get involved and help plan a program for you for 2017! Contact our Group Programs Specialist to learn more about the CCS service learning programs and options for your student group. Contact Shelley at shelley@crossculturalsolutions.org to get started and discuss possibilities.
St. Louis Community College Expands Global Education in Partnership with Maritz

By, Chris Sulincevski,
International Programs Coordinator
St. Louis Community College
St. Louis, Missouri, USA

St. Louis Community College (STLCC) and Maritz are partners in mainstreaming global education on all four STLCC campuses and in the community.

Maritz is a local company, a leader in designing and delivering solutions that help people and businesses be and perform their best. The company offers meetings and events, customer experience technology, employee recognition, incentives and rewards, and customer loyalty programs and helps Fortune 500 clients increase sales, improve productivity, drive customer satisfaction, and deepen employee engagement. Maritz specialties are Sales Incentives and Performance Travel Programs, Employee Recognition Solutions, Business Meetings & Events, Customer Experience Research & Technology, Customer Loyalty Solutions, Rewards and Fulfillment.

Over the past two academic years an implementation of the STLCC Global Institute and all of its components has taken place in partnership with Maritz. Through the Martiz sponsored Institute, STLCC has significantly expanded and mainstreamed its global programming on all campuses; established a new global curriculum requirement for all STLCC students; broadened the scope of subjects and significantly increased the global campus events; and support study abroad opportunities for students, faculty, staff, and the community. All these and other global activities fall within the four main components of the Institute: Global Curriculum; Global Journeys; Global Pathways; and Global Campus.

The diverse programming has touched on subjects of great importance such as Human Trafficking. Maritz employees take active role in the programming through volunteering, presentations, training, and serving on committees and advisory board.

The effort of STLCC and Maritz is supported by other partners: Bosnian Chamber of Commerce of St. Louis, World Affairs Council of St. Louis, Missouri Consortium for Global Education, and Study Missouri Consortium, Missouri Botanical Garden, St. Louis Language Immersion Schools, Inner Asian and Uralic National Resource Center, and Washington University. The list keeps growing every year.

Goals for the upcoming academic year for the STLCC-Maritz partnership are to: provide training for faculty in the development of global curriculum; develop study abroad (Continued on page 32)
programs for student veterans, hospitality and tourism students, and other underrepresented student groups in the study abroad programs; expand the Foreign Language and English as a Second Language programs; and extend the reach of the Institute to a greater number of local and international companies through the College’s Workforce Solutions Group. Simultaneously, the College will continue to execute and expand the Institute’s programming that is already in place.

Information related to this program will soon be available on the new STLCC Global Institute website.

St. Louis Community College - Florissant Valley, Italian Studies Learning Community 2016

By, Chris Stephens & Jeanne Florini
St. Louis Community College
St. Louis, Missouri, USA

This was the 12th year of the Italian Studies Learning Community study abroad program at St. Louis Community College (STLCC) – Florissant Valley.

A group of 35 STLCC students, faculty, and community members, during the 10 days spring break immersion and after 8 weeks of study prior to the travel, explored the unique regional cuisines, geography and nature, history, language, art and architecture, and a variety of other cultural aspects of Southern Italy and Sicily.

The Roman ruins of Pompeii and Herculaneum, the caves of Matera, the many cultural and geological influences of Sicily (in Taormina, Siracusa, Segesta, Palermo), expanded the knowledge and gave new ideas and experiences to the participants.

Upon return the students have conducted research and prepared presentations to extend and deepen the impact of the learning experiences for themselves and other members of the campus and the community. Several students and faculty already presented this research at the Italian Club of St. Louis, Florissant Valley Student Government Association, and a large (over 200 attendees) campus symposium.

Plans are already being made for next year’s Italian Studies Learning Community study abroad program which will cover the northern region of Italy. This and other international education programs are done in partnership with Maritz and the STLCC Global Institute.
International Education at Community Colleges
Themes, Practices, and Case Studies
Edited By Rosalind Latimer Raby and Edward J. Valeau
Coming July 2016

About the book
This book brings together distinguished scholars, community college practitioners, and emerging leaders to expand upon existing theories, provide reflection on practice, and demonstrate the dynamic nature of community college internationalization. There is a special challenge for United States community colleges to move from selected international programs that impact a few students to sustainable change that influences the entire college community. A key importance is realization that reform is not based on chance, but on intentional designs that are intended to guide future endeavors. The research, case studies, and experiences of the authors in this book are both inspiring and critical in the quest to encourage an academic shift for long-term change that promotes international literacy as an integral component of the community college and celebrates the needs of the changing local communities.

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