



# International News

COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT, INC.

Spring 2011

## CCID Selects New President



*Dr. Carol Stax Brown, CCID's new president.*

The CCID Board of Directors announced in March that CCID completed its national search for its CEO and selected Dr. Carol Stax Brown. Her appointment as president became effective April 15, 2011. Stax Brown has led the very successful U.S. Department of State sponsored Community College Initiative as well as being its National Director for CCID since 2008. Earlier in her career she became the campus administrator operating a new college campus and managing accreditation processes for its technical and industrial programs. She also has several years of corporate experience in marketing and public relations, with particular success in start-up company ventures. Her teaching experiences include various positions in middle and high school and as faculty at the technical college level in GED, ESL, English and humanities.

Stax Brown received her B.A. from James Madison University, M.A.T. from Quinnipiac University, Ed.D. in Workforce Education from the University of Georgia through the Community and Technical College Leadership Program. Her research focus examined "Global Virtual Communities of Practice." Additionally, Stax Brown is a graduate of the Georgia Academy for Economic Development and the League for Innovation of Community Colleges' Executive Leadership Institute.

"I believe so strongly in the community college movement and feel so proud to take on this new role with CCID, particularly as global interest in the community college model has never been stronger. CCID is perfectly positioned to support our members' internationalization efforts while driving workforce development around the world. I look forward to drawing upon the vast experience and expertise of our membership to take advantage of this momentum. CCID is and will remain the world's premier organization for global education and development through the community college model. These are exciting times for us, and I look to all members for help in shaping the next generation of CCID."

CCID's Summer Institute will be the first major event under the leadership of Stax Brown. The sessions will include unique, interactive opportunities to influence new programs and initiatives for CCID members. See CCID's website for details.



*Dr. Lali Gogeliani from the Republic of Georgia was a distinguished panelist during the Monday morning conference opening plenary. Together with her, conference attendees heard Dr. Sumate Yamnoon from the Ministry of Education in Thailand, Dr. Pablo Zardini from Argentina and Mr. John Gagain from the President's Office in the Dominican Republic. All addressed the topic of "Community College Systems Around the World"*

## CCID 35th Annual Conference: A Global Education Feast! by Ed Stoessel and Andrea Siebenmann

A near record number of conference attendees participated in the 35th Annual CCID Conference in Orlando, Florida, hosted by Daytona State College. The theme of this year's conference was, "Workforce Training in Higher Education: a Catalyst for Global Development – the Community College Model Goes Global." Reflecting the growing international nature of the membership and reach of CCID, the 309 conferees included 47 international participants representing 24 countries.

Ken Lee, Senior Advisor at USAID, opened the conference with a keynote address focusing upon the opportunities for community colleges to form global alliances with public and private sector partners in order to address a key agency goal of workforce development. Ken Lee is a strong advocate of the community college model and encourages colleges to contact him if they are interested in learning more about these opportunities.

Of special note at this year's conference was a panel of international officials who have worked with CCID colleges as they developed community college systems to meet the workforce needs of their countries. The panel included representatives from the Dominican Republic, Thailand, Republic of Georgia, and Argentina. The panelists provided an overview of the community college



# CCID

## Executive Committee

**Chairperson**  
Dr. Jack Bermingham  
Highline Community College

**Chairperson Elect**  
Dr. Richard Carpenter  
Lone Star College System

**Past Chairperson**  
Dr. Patricia Keir  
Eastern Iowa Community College

**Member At Large**  
Dr. Lori Weyers  
Northcentral Technical College

**Secretary/Treasurer**  
Dr. Mick Starceovich,  
Kirkwood Community College

**Interim President/  
Executive Director**  
Ed Stossel

Published by  
Sinclair Community College  
444 West Third Street  
Dayton, Ohio 45402-1460

Executive Offices  
6301 Kirkwood Blvd. SW  
Cedar Rapids, Iowa 52406

Phone: (319) 398-5653/1257  
Fax: (319) 398-7113  
E-mail: [ccid@kirkwood.edu](mailto:ccid@kirkwood.edu)  
Web site: <http://www.ccid.cc>

CCID was founded in 1976  
CCID is an Affiliate Council of AACC



COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT, INC.

## Calendar of CCID Events

### CCID Summer Institute

**"Have a Seat at the Table!"**

**July 23 – 25, 2011**

The Hotel at Kirkwood Center  
Cedar Rapids, Iowa

**Institute Host:** Kirkwood Community College

We invite staff, faculty and administrators of the CCID member institutions in the US and abroad to participate in the next Summer Institute to be held in **Cedar Rapids, Iowa** (home of the CCID Executive Office).

Our host, **Kirkwood Community College**, can't wait to show you **The Hotel**, the largest and most comprehensive teaching hotel at a community college in the United States! This will be the first CCID event under new leadership, so expect many opportunities to shape future projects and initiatives. More information will be available on CCID's web site in April-May: [www.ccid.cc](http://www.ccid.cc).

We look forward to seeing you in Cedar Rapids!

### Plan To Attend

#### CCID 36th Annual Conference 2012

New Orleans, Louisiana

**February 24 – 27, 2012\***

At the Sheraton New Orleans Hotel

(\*The dates reflect a new conference schedule beginning on Friday and ending Monday evening)

**Conference Host:** Hinds Community College, Raymond, Mississippi

### Other Events

#### CCID Troika Study Abroad programs in 2011:

- May 7 - 22: Denmark : Global Perspectives on Event Management
- May 14 - 24: Service Learning in Peru
- May 18 - June 1: China: China's Economic, Business, Social and Cultural Globalization Impact
- May 23 - June 6: Ecuador: Transcultural Nursing (*we are looking for interested colleges to begin a new cycle in 2012*)
- June 5 - 18: Costa Rica: Peace Studies & Conflict Resolution
- June 13 - 27: Ecuador: Transcultural Nursing (*we are looking for interested colleges to begin a new cycle in 2012*)

For questions on how to participate, please contact Andrea Siebenmann at the CCID Office at 319.398.7183 or email: [asieben@kirkwood.edu](mailto:asieben@kirkwood.edu).

## New Executive Committee Officers Appointed for 2011-12

The CCID Board of Directors appointed new members to the Executive Committee at their meeting during the annual CCID conference. The new members are:

**Chairperson:** Dr. Richard Carpenter, Lone Star College System

**Past Chair:** Dr. Jack Bermingham, Highline Community College

**Chair Elect:** Dr. Steven Johnson, Sinclair Community College

**Member at Large:** Dr. Barbara Prindiville, Waukesha County Technical College

**Secretary/Treasurer:** Dr. Mick Stavceovich, Kirkwood Community College

**CCID Executive Director:** Dr. Carol Stax Brown

These new members will assume their positions effective July 1, 2011.



—continued from cover

## CCID 35th Annual Conference: A Global Education Feast!

by Ed Stoessel and Andrea Siebenmann



*Ken Lee, Senior Advisor at USAID, focused upon the opportunities for community colleges to form global alliances with public and private sector partners in order to address a key agency goal of workforce development.*

system in their countries, why they developed a community college system, who the colleges are meant to serve, how they worked with partners from CCID colleges, and how they seek to continue partnerships with CCID colleges.

The announcement of the winner of the 2011 Dr. Werner Kubsch Award was made at the Monday luncheon. This year's winner is Dr. Geoff Bradshaw, Director of the Center for International Education at Madison College in Madison, Wisconsin. Dr. Bradshaw's nomination papers best capture the

spirit of his achievements: "For more than 13 years, Dr. Geoff Bradshaw has provided the vision, leadership, and perseverance to develop a robust holistic program of internationalization at Madison College. Dr. Bradshaw has consistently advocated for the inclusion of global and cultural perspectives in every facet of student learning." We offer our congratulations to Geoff and wish him success in continuing his excellent work.



*The 2011 Dr. Werner Kubsch Award for outstanding achievements in the global education was presented by the CCID founder, Dr. Max King to this year's recipient, Dr. Geoff Bradshaw from Madison College. Ed Stoessel, Interim President of CCID, is on the far right.*

After the Awards Ceremony, a longtime friend of CCID and supporter of community colleges, David Levin, Senior Program Manager at the U.S. Department of State, facilitated a panel of community college experts during the Seymour Fersh Memorial Forum. David provided a brief overview of Department of State Exchange Programs and the three panel members shared the practical ways these programs provided a powerful tool that assisted them in internationalizing their colleges.

In the course of three days, conference participants were offered over forty breakout sessions and two pre-conference workshops covering a broad array of



*During the Seymour Fersh Memorial Forum, conference participants had an opportunity to hear their peers discussing practical examples of Fulbright exchange programs. Presenters were Dr. Carolyn Kadel from Johnson County Community College in Kansas (far left), Nathaniel Nevado from Skyline College in California (center), and Dr. Aaron Shatzman from Montgomery County Community College in New York (right). Not pictured on the photo is Mr. David Levin from the U.S. Department of State who organized and facilitated this panel.*

international education topics. Conference session topics included: recruiting and serving international students, internationalization of workforce training, models for building international partnerships, use of advanced communication technologies to further global education, student mobility, language education, building an international education office, service learning, and many more. CCID also collaborated with Dr. Noah Brown, President of the Association of Community College Trustees, to present a session entitled, "Talking to Trustees about the Local Value of Global Education." CCID is acutely aware that a college's international education activities require strong administrative and board support, particularly in periods of increasing financial constraint. The panel of presidents and Noah Brown presented strategies for helping boards understand that global is local, and that by expanding the reach of colleges, local communities are well served. Most of the conference presentations can be found on our website: [www.ccid.cc](http://www.ccid.cc).



## PCC Dean Travels to Pakistan with Fulbright Program \_\_\_\_\_ by Dr. Dawn Langley

Piedmont Community College's Dean of General Education and Developmental Studies, Dr. Dawn E. Langley, was recently awarded the highly respected designation of "Senior Specialist" in the area of Creative Leadership by the Fulbright Program. Dr. Langley traveled to Islamabad, Pakistan, for two weeks where she acted as consultant and lecturer to several Pakistani universities as well as members of the U.S. Embassy. She collaborated with the United States Educational Foundation in Pakistan to schedule visits to students, faculty and administration throughout the Islamabad and Rawalpindi area. The designation places Dr. Langley on the U.S. State Department's roster of academic experts for potential consultation and assistance in cases of need for project related advice, service, and development assistance. Such projects are proposed by host institutions and approved by the U.S. Embassy, or by the Fulbright Commission and the Bureau of Educational and Cultural Affairs at the U.S. Department of State.

Prior to her arrival in Pakistan, Dr. Langley had contact with Dr. Rukhsana Qamber, the director of the Area Study Center for Africa, North and South America at Quaid-i-Azam University. "We discussed the possibility of visiting the Center at least twice while I was in Islamabad in order to deliver a lecture and to assist graduate students with their research in American Studies. When I arrived, I sat in on student presentations, listening to their views on McDonald's, Walt Disney, and other American icons." While at QAU, Dr. Langley lectured on African American and Native American art.

Dr. Shazia Rose of the National University of Modern Languages also contacted Dr. Langley prior to her arrival. They discussed the needs of the students at NUML and how Dr. Langley might be able to connect with the students, professors and administration. While at that university, Dr. Langley delivered a lecture to a large

attended and received.

In addition to the lectures and presentations at the aforementioned universities, Dr. Langley conducted her own research on creative women and education while in Islamabad. "It was fascinating to me to sit down with a large group of administrators at Fatima Jinnah University, an all-female school, and to discuss how creativity played a role in how the women led their educational teams. By the time we finished our two-hour conversation, almost all of the women agreed that women in general are more creative than men and that they all had experienced a sense of creativity in their own lives – whether they were poets, artists or simply used their creative energies in their families."

Now that Dr. Langley has returned to her position, she has been preparing various presentations for local organizations and school groups on Pakistani education, creative women in education, and Pakistani women. "It's amazing how much I learned by being part of that culture for the two weeks I was there. Now it's my goal to share with everyone I know that the media perception of the people of Islamabad is very skewed. They are warm and friendly religious people who welcomed me and were excited about the educational opportunities they had. I'd love to share my experience with anyone who is curious about the beautiful city of Islamabad and the people who live there."

If you would like to schedule Dr. Langley for a presentation, contact her at PCC at (336) 599-1181, or e-mail her at [langled@piedmontcc.edu](mailto:langled@piedmontcc.edu).



*Dr. Dawn Langley (front row, fourth from left) is pictured with students at NUST (National University of Science and Technology) in Islamabad, Pakistan.*

contingent of students on community colleges in the United States. She returned later to speak to Dr. Rose's literature classes about literary and commercial fiction. "The students and I bonded quickly," Dr. Langley reports, "and I am currently corresponding with several of them via email about their creative writing questions." In addition, she spoke with the dean of faculty of English Language and Literature, Dr. Rubina Kamran, about creative women leaders in education.

Dr. Langley also met with engineering students at the National University of Science and Technology and toured computer and engineering classrooms with Director General Dr. Arshad Ali. Her presentation to those students, entitled "Women and Creative Entrepreneurship," was well



—continued from page 3

## CCID 35th Annual Conference: A Global Education Feast! by Ed Stoessel and Andrea Siebenmann

The closing plenary session was a presentation by David Barth, Director of the Office of Education at USAID. His presentation spanned the many ways community colleges have in the past, and will continue in the future, to support U.S. missions around the world. He has helped launch a number of education and skills training programs to combat illiteracy, promote tolerance and help develop the skills and values required to excel in a globalized world. His message to community colleges is to become engaged in international development efforts to strengthen local educational programs while contributing to skill training throughout the world.

Citing the outstanding sessions and information at this year's conference, many participants have indicated they are already looking forward to attending **the 36th Annual Conference**. We look forward to seeing them, and all of you, **in New Orleans in 2012 (February 24-27)!**



*Vilma Tafawa and Les Warren from Bunker Hill Community College discuss various methods of internationalizing workforce training in a conference breakout session.*

## International Students: My Extended Family \_\_\_\_\_ by Myria Sampson Evans

All of these students studied at Hillsborough Community College in Tampa, Florida, between the years of 2008-2011. Some majored in International Business, others in International Media/Communication, and still others Hospitality (Hotel/Restaurant). Although they had different majors and come from different countries: 9 come from Brazil, 1 from Indonesia, 1 from South Africa, 1 from El Salvador, 1 from Costa Rica, 1 from Nicaragua, 1 from Belize and 1 from Guatemala, they all have ONE VERY IMPORTANT COMMON thread. They are all a part of my family thanks to the CCI Program at Hillsborough Community College. They call me mom, mama, mama tia or tia. These are my international children. I have had the awesome privilege of being a mentor parent for CCI for the last three years. I was/am their American mom while they were here studying in the USA. The bonds created through this program will never be broken. They span the globe and will be shared for the rest of our lives. These students left home for 12 months and began the adventure of a lifetime. During their time here they became a part of the Evans family which includes me, Big Doug, my daughter Aymara (now 17) and my son Doug (now 15) as well as two dogs: Master Sampson (a Pit Bull) and Allie Darling (a Shih Tzu).

Some of the things we did/do as a family: worship together, have overnight stays at my home, go to the beach, Busch Gardens, Disney and Universal Studios. We attend professional and college football games, professional baseball games, and professional hockey games. The international students watch their American siblings play football, lacrosse and volleyball. We celebrate birthdays, Thanksgiving, and other holidays. We attend Phi Theta Kappa International Honor Society induction ceremonies, walk in the American Heart Association's Annual Heart Walk, participate in campus and costal cleanups, volunteer at the Child Abuse Council and at the Humane Society of Tampa Bay. We have family game nights, family discussions around the dining table and we cheer through our tears as the students become Hillsborough Community College graduates. I can only hope that opening our home and hearts to these international students has made as much of an impact on them as it has on me and my family! My family has learned a great deal about the family customs and traditions of many countries. We learned there are lots of similarities and many differences. We have eaten food and desserts that are customary to Brazil, Guatemala, Indonesia, and South Africa. This phenomenal experience is life changing and unforgettable not only for the international students but for us as a mentor family as well.



*The Evans family loves being a mentor family*



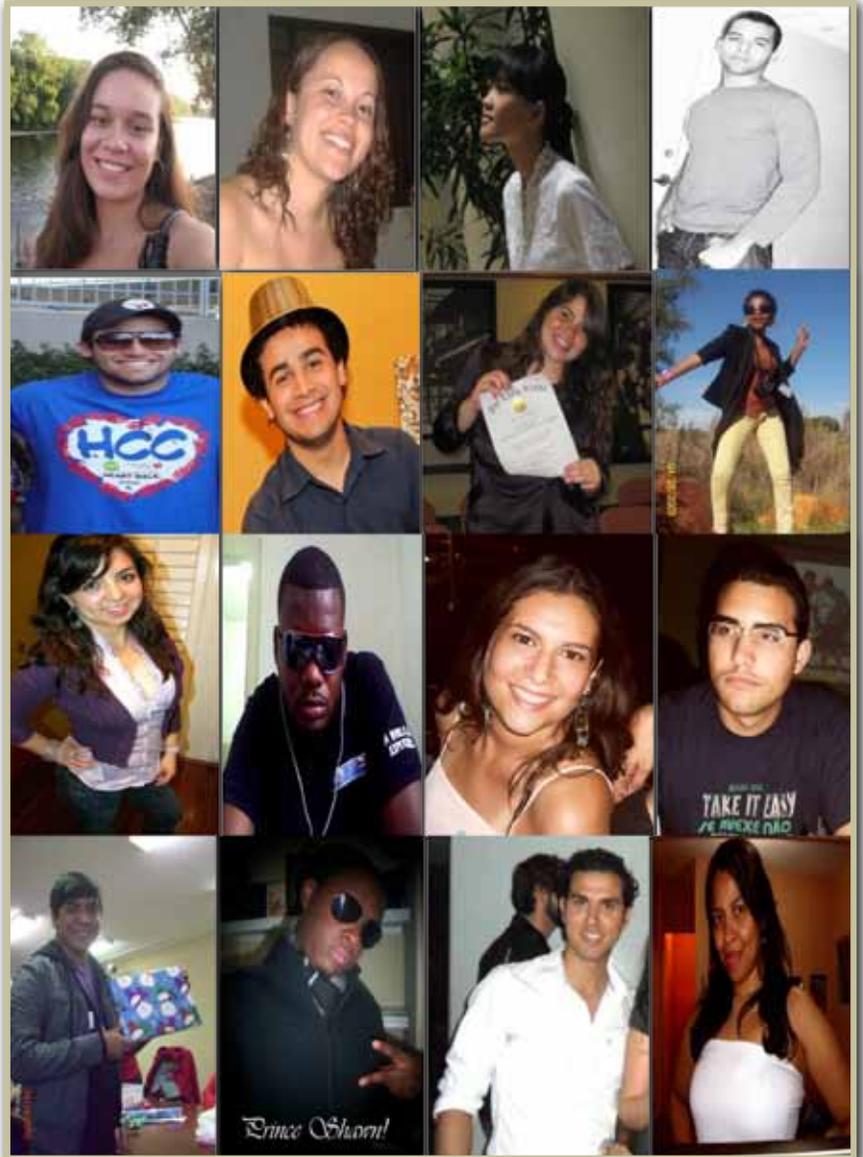
—continued from page 5

## International Students: My Extended Family \_\_\_\_\_ by Myria Sampson Evans

Like with all families everything was not always fun and games. We shared lots of good times but we also shared sad times like when my mother passed away, and when relationships ended badly, and when we had to say good-bye to each other at the airport. We shared scary times like being in the emergency room at 2:00 a.m. and the students becoming victims of bicycle thefts. We shared stressful times like staying up late to finish projects or to study for exams. But like families do, we supported each other through these difficult times and they brought us closer together. We really are family and now my children have siblings and cousins all over the world. My daughter Aymara plans to study abroad. My son loved all the attention especially from his first Brazilian sisters Joyce and Rosana in 2008, they really spoiled him and he is anxious to see them again. We are planning on visiting Brazil in the near future for a family reunion and so we can meet their families.

The mentor families are so important to the success of the CCID program. I guess one of the reasons why I wanted to be a mentor mom was because I was an exchange student when I was in college and can recall the role my host family played. I was living in San Luis Potosi which is located in the center of the United States of Mexico. I attended the La Escuela de Medicina and my host family had a tremendous effect on my academic success and happiness. I was 19 years old and this was the farthest I had ever been away from my family in Michigan. We didn't have skype or facebook, and international phone calls were few and far in between. If it weren't for my host family I am not sure that I would have made it passed the first month. It is already difficult to be far away from home, family and friends for a long period of time, but it's even more difficult when you are in a foreign country. I am so grateful for my Mexican mama, papa, my 3 brothers and my sister. I relied on their hospitality, their love and their willingness to make a complete stranger part of their family. They were my source of comfort and strength while I was away from my parents. I will never forget my experiences there. I still talk about all I learned while studying at the College of Medicine and how my host family was so special to me. I can and do relate to the international students because I was a foreign exchange student.

Being a mentor parent is very rewarding. It has afforded me the opportunity to reciprocate the love and kindness shown to me while I was studying in another country. More importantly it has broadened my family's knowledge about several countries, their customs, and their cultures. It's given us a chance to provide a positive family atmosphere for all the CCI students who have studied at Hillsborough Community College in the last three years, not just the ones who were assigned to our family. The CCI program is a great program and I encourage my colleagues and their families to become mentor families for the international students. It is an amazing experience. These are photos of some of our family memories.



Row 1: Rosana Vitoria Xavier, Joyce Gomes da Costa, Lia Ishadi, Flavio Queiroz. Row 2: Daniel Carranza, Rony Santos, Larrisa Ripari, Khosi Hadijah Ncube. Row 3: Wendhy Paola Giron, Dale McDougall, Tatia Taina, Diego Azevedo. Row 4: Ismael Ortiz, Shawn Clair, Jesse Trejos, Cristiane Gomes



## IRSC Provides Disaster Relief Training For Haitian Government \_\_\_ by Robert Lane

Recognizing the need for skilled personnel in disaster relief, urban search and recovery and emergency management, eight members of the Haitian Ministry of Youth, Sports and Civic Action recently completed a 15-day training program at Indian River State College. The Haitian team participated in an intensive, hands-on training regimen at the college's 50 acre Treasure Coast Public Safety Training Complex. Activities included search and rescue, medical operations, fire safety and suppression, incident command, and emergency preparedness. Through train-the-trainer experiences the eight team members will return to Haiti ready to train up to 60 young people in the same skills.

These efforts are part of a year-long initiative with the Haitian Ministry. IRSC will train three more eight member teams with the potential for additional advanced training in the future. It is expected that the four teams will train up to 1,000

individuals who will return to various Haitian communities.

"Since the earthquake, I have lived in fear not knowing when the next one would hit, what to do to stay safe and how to help those who might be affected around me," said Bethanie Thebaud, who handles Community Education and Development for the Haitian Ministry. "After completing the training at IRSC I feel at peace and empowered to survive and teach others how to respond to natural disasters."

The Ministry trains Haitian youth in vocational and community oriented skills. Since the 2009 earthquake the Ministry has conducted emergency training in Haiti, expanded the training to the U.S. and funded the program at IRSC.

The concept for the training grew out of the college's Citizens Emergency Response Training, which helps Florida



*IRSC emergency management trainers and members of the Haitian government rest together after moving a 375 pound boulder to practice rescue and recovery techniques at the college's Treasure Coast Safety Training complex.*

residents learn disaster response skills. The training programs are held at the college's Treasure Coast Public Safety Training Complex in Fort Pierce, Florida. The living laboratory provides a highly sophisticated environment for all aspects of public safety education for local, state, federal and international agencies.

## Preparing Kansas Students for "China's Century" \_\_\_\_\_ by Sheilah Philip

Beginning this spring, twelve faculty members from Johnson County Community College are actively studying China as part of a three-year Title VI-A grant to Enhance Chinese Studies across the college. This grant was awarded to the Asian Studies Development Program (a joint program of the East-West Center and University of Hawaii), and involves six U.S. colleges. The goal in the next three years is to design and develop new curriculum in Chinese studies.

Dr. Roger Ames, Professor of Philosophy at the University of Hawaii, helped to kick off the Title VI-A grant project at JCCC in January. In addition to delivering a public lecture, he spoke on the topic "Confucian China in a Changing World Order" at the all faculty convocation, and dialogued with faculty and staff at two workshops.

On the cover of its May 9, 2005 issue, *Newsweek* magazine proclaimed this to be "China's Century." Fareed Zakaria, *Newsweek's* International Editor at the time, wrote: "China's rise is no longer a prediction. It is a fact. It is already the world's fastest growing large economy, and the second largest holder of foreign exchange reserves, mainly dollars. It has the world's largest army (2.5 million men) and the fourth largest defense budget, which is rising by more than 10 percent annually."

China is everywhere we look. We see "Made in China" on more and more goods each year. China may hold as much as \$1.7 trillion in U.S. government debt. We turn to China to influence the erratic actions of North Korea. We worry about Chinese food additives, and about how the country's growing demand for energy will affect the world's climate.

The grant abstract notes that "An overwhelming disparity continues to exist between the communication and cultural skills of Chinese government officials, business people, and educators for working in English speaking environments, and those possessed by their American counterparts for working in Chinese speaking environments." In other words, China has learned a lot about and from us, but we have failed to learn as much from and about China.

As China's presence on the world stage grows, we have an obligation to teach our students about this huge nation. At the very least their retirement funds will be invested in China, and at most, they are likely to work for companies that will send them to China, short or long-term, to do business. **We have to make them ready**, and our work via this Title VI-A grant will help us do that.

(The grant is a Department of Education Undergraduate International Studies and Foreign Language award.)



*JCCC faculty involved with Title VI-A Grant.*



## WCCCD Students Reflect On Study Abroad Trip to Rome, Italy \_\_\_\_\_ by David C. Butty

For art lovers and curators, Rome holds the key to the paintbrush. It is the city where Michelangelo, Raphael, and other world renowned artists whose creations are considered among the greatest works of art humankind ever created. It is a city of art history, and where most go to brush up on their ideas of architectural designs. The arts, the ancient ruins, and everything that Rome has to offer moved Tracey Jackson to describe her participation in the Wayne County Community College District's (WCCCD) recent study abroad trip to Rome, Italy, as one that she will never forget, and a trip she will talk about for years to come.

She said during the trip her fellow WCCCD schoolmates became her family away from home and she learned to appreciate her own country more now that she was in a foreign country. "Although it was the rainy season in Rome, the rain did not put a damper on this wondrous educational experience of my lifetime! It was almost as if it were a dream and, when I reflect back on my pictures/videos of the beautiful sites we visited, I still am not quite ready to awaken," Jackson said.

Jackson was one of 32 students from WCCCD who spent a week of intensive educational and cultural study in Rome, Italy, as part of the district's study abroad program. The trip to Rome was made possible through an educational partnership with Sapienza University, one of Rome's oldest institutions of higher learning.

"My trip to Rome has enlightened me in so many ways and has changed my own world, and my way of thinking as it relates to other cultures. Even though I was not very fluent in the language, I do know that "smiling is certainly universal" and I did a lot of that," Jackson added.

While in Rome, and besides the accelerated language classes, the students took cultural and historical tours of places such as the Basilica, the Pantheon, St. Peter's Square, the breath-taking tour of the Sistine Chapel, riding on the Metro, the Spanish Steps, the Vatican City, and a visit to the Trevi Fountain, the National Gallery of Modern Art, coupled with attending classes at Sapienza University.

Victoria S. Loomis said the city and its people captured her enthusiasm. "We walked for hours and hours. It was an unbelievable opportunity to get the real "feel" of Rome. I actually felt that we had turned back the clock. I know that the three coins I tossed into the Trevi Fountain assure that I will return."

For Guadalupe Martinez, the art and culture combined have left him with an impressive memory. "The whole city itself was a piece of artwork, from the ancient ruins to the modern look of some buildings and transit systems. Rome in any light could be painted and look amazing, with all the fountains, the gardens as well as Spanish Steps and the Coliseum. Thank you, for this great opportunity. Ciao!"



WCCCD students in the Roman Forum.

## Vol State Students Help Hundreds with Vision Needs in Guatemala \_\_\_\_\_ by Eric Melcher

Imagine lines stretching around the block and bus loads of folks coming in from all over Guatemala City. That was the challenge facing Volunteer State Community College ophthalmic students this February as they traveled to Guatemala for the fourth year of an ongoing college service learning project. They worked with the Guatemalans in a special clinic set up to handle vision, dental and medical needs.



Vol State student Lorinda Taylor checks a patient prescription using an autorefractor.

"It's a little overwhelming," said Ophthalmic Director Alisha Cornish. "You want to help everyone. They wait for hours and hours."

The Hendersonville Rotary has been staging the effort for 14 years. It was started by Hendersonville dentist Dr. Bill Taylor. This year the Vol State group gave eye exams for 739 people and dispensed between 400-500 prescription eyeglasses. That's nearly 200 people more than they were able to assist last year, in part due to more student help. This year six Vol State students made the trip with Cornish.

"We had one woman who was severely near-sighted," said Amy Webb of Gallatin. "She had never worn glasses before. We gave

—continued on page 9



—continued from page 8

## Vol State Students Help Hundreds with Vision Needs in Guatemala

\_\_\_\_\_by Eric Melcher

her a pair of glasses with a high prescription and she read right down the eye chart. She was thrilled. The look on her face said it all.”

“It puts in perspective what it will be like when we are working out in the field,” said Kayla Epps of Gallatin. “We see pictures of many eye diseases in the classroom and there we actually saw them in person. To see their faces when you could tell they could see better was a blessed and rewarding experience.”

The Hendersonville Rotary paid for two students to travel and the Vol State International Education program paid for the others. Cornish said she even recognized a young girl in the crowd, who has major eye problems requiring continual help. “The minute I walked in, I knew it was the little girl I worked with last year,” she said. “We found another pair of glasses for her, and her mother asked if they could come back to see us again next year.”

For more information on the Hendersonville Rotary mission trip visit [www.hendersonvillerotary.org/EventsProjects/Medical\\_Trips](http://www.hendersonvillerotary.org/EventsProjects/Medical_Trips) and for more information about the Ophthalmic Program at Vol State go to [www.volstate.edu/OphthalmicTech](http://www.volstate.edu/OphthalmicTech).



## When in Rome...! Do Just as the Romans Do. You can't go wrong! \_\_\_\_\_ by David C. Butty

The Grebos of Liberia, West Africa, are famous for their wise sayings, and one that comes to mind as I write this is the saying that “Whenever you go to bats country, you have to hang like a bat.” This Grebos saying when literally interpreted means that whenever you are invited as a guest into someone’s home, you do not set your own rules, but abide by the rules set by your host. I did just that during my recent trip to Rome, Italy, as part of the Wayne County Community College District (WCCCD’s) Study Abroad Program.

Rome is a great city. Everything is picture perfect as the past blends with the present to bring to life the Rome of today. If you appreciate the arts, politics, or just the love for nature, it seems that the Roman gods must have laid out a country for all to enjoy. Your visit to Rome may take a different twist and turn just like the Tiber River that crooks its way around the city’s landscape. Other people’s stories of Rome could be as long as the Tiber itself.



St. Peter's Square at the Vatican

As visitors and the locals mingle, it is clearly noticeable that the Romans love food and there are hundreds and hundreds of restaurants and pastry shops all over the city to serve you. And these restaurants are more than just pasta and pizza. The streets are paved with cobblestone taking visitors back to the days of ancient Rome, and these can be hard on the feet at times. If you like to take a break from walking, take the Metro, which can easily be nicknamed “people mover.” If you are from Detroit like me, riding on the Metro is like learning a new language. The trains are very crowded and there is not much to see beyond your nose. Sometimes the congestion is frightening. On the metro you are very vulnerable as there are those who make their living preying on innocent passengers. These are the pickpockets. As the train wobbles, they wobble into you to feel where your wallet or purse is located. Always protect your valuables, and as the saying goes, the rest is elementary.

There are those like me who would say that one of the most outstanding places to visit is the Trevi Fountain, or as the Romans would say, “Fontana di Trevi.” It is a “must see,” and is one of the most famous and arguably most beautiful fountains in the world. It is believed that people who throw coins into the water fulfill the legend that once you do, you will one day return.

While in Rome, I was not going to pass the opportunity of climbing the monumental stairways of the Spanish Steps. Here you will meet people from every background and they all come to climb the steps or just socialize. Once you make it to the last step, the rest of the city is below you. Take out your camera and capture the city of the Caesars as you can see as far as the Vatican.

I joined the thousands who paid their respect to the Holy See, a country within a city. The Sistine Chapel will leave you in awe and majesty. Here it is difficult not to love the art, but to me, one piece stands out above the rest, and that is “The Last Judgment.” Yes, judgment day is coming, and we all will be there just like the Romans.

—Buongiorno. Come si chiama? Ciao!



## Sinclair Community College: International Service Learning in Guatemala \_by Cecilia Bidigare

Coffee fields, volcanoes, and orchids dotted the beautiful landscape. A young Mayan woman showed us her baby. His hand was red and blistered from accidentally dipping it in a pot of boiling water while she cooked dinner. By the way he acted, it was obvious that the pain was severe. She had no money for medicine. There was no doubt that a similar accident would require hospitalization in the United States. This injury is not unusual in cultures where cooking is done on the ground while carrying infants and small children. Besides burns, the incidence of respiratory and ocular injury from the by-products of burning



*Sinclair student teaching dental hygiene to Mayan children.*

wood is high in developing countries. These problems are why our group of 14 nursing faculty and students traveled last December to San Lucas Toliman, Guatemala.

We were involved in many service projects including building nine fuel efficient, well ventilated stoves in the homes of Mayan families under the guidance of local masons. We learned to cut masonry blocks with a machete, mixed mortar with hand tools and assembled blocks into stoves which brought cooking surfaces to waist level. After the stoves were completed, a pot and ladle was presented to each woman to use on her new stove. Tears were shed from both the workers and recipients. One student commented; "As I think back on the week, I will never forget the look on the women's

## Educating Students About BRIC Nations

by Noeli Piccoli Biggs and Chip Izard

Richland College in Dallas, Texas, in partnership with the North Texas International Small Business Development Center (ISBDC), an agency engaged in international economic activity, is the recipient of a US. Department of Education - Title 6B grant 2008.

Richland College and ISBDC identified three needs through their work with the international business community:

1. To educate employees of international firms and students seeking careers in international business in cultural competence skills with the ability to understand and function effectively in diverse cultures.
2. Provide ongoing, comprehensive training for employees of international firms and companies seeking to enter international markets on how to comply fully with import and export regulations.
3. Offer education for students and training for international business employees and community members about the emerging international economies of Brazil, Russia, India, and China ("the BRIC nations").

The project was designed with four objectives to address these business needs through activities involving Richland College's International Business (IBUS) program and the ISBDC international business community:

1. Develop an International Competencies Certificate for students in the International Business curriculum.
2. Incorporate modules that focus on doing business with Russia or Brazil into courses in the International Business curriculum.
3. Strengthen the skills of faculty members in the International Business curriculum and related programs in teaching cultural competence.
4. Develop a comprehensive curriculum in compliance with import and export requirements to be offered for employees of international businesses through the ISBDC in partnership with Richland College. Chip Izard, International Business and Trade Program Administrator and U.S. Department of Education – Title 6B Project Director, in conjunction with Noeli Piccoli Biggs, International Program Coordinator and U.S. Department of Education Title 6B Curriculum Designer, have been implementing the following academic initiatives since 2008:
  - International Import/Export Certificate online program for International Business students emphasizing cultural competence with the option to concentrate on a BRIC nation as a career building opportunity. This program of study is designed to provide students the foundation and knowledge needed for understanding the conduct of international business. Students are encouraged to gain a wide ranging appreciation for the political, historical, cultural, economic, and geographical factors that impact of global and national issues on world events.
  - International Business courses with modules focused on BRIC nations.
  - International Business faculty members trained to teach cultural competence and how to do business with BRIC nations.
  - Workshops about BRIC nation for faculty members.
  - The launch of the Certified Global Business Professional CGBP training program and testing center for the certification through NASBITE - National Association of Small Business International Trade Education.

Chip Izard and Noeli Biggs have been very pleased with the program outcomes due to students' satisfaction toward this initiative.

For additional information contact Noeli Piccoli Biggs at [noelibiggs@dcccd.edu](mailto:noelibiggs@dcccd.edu) or Chip Izard at [cizard@dcccd.edu](mailto:cizard@dcccd.edu).



## Students Use Internet Radio to Connect Cultures

by Diane VanDyke

—continued from page 10

## Sinclair Community College: International Service Learning in Guatemala \_ by Cecilia Bidigare



*Camilla Zeigler broadcasts her show live from the on-campus Montco Radio studio in Blue Bell, Pa. Photo by Diane VanDyke*

Streaming live, 24/7 via the Internet, Montgomery County Community College's student run radio station, Montco Radio, has cultivated an international listenership through its diverse programming. One of those programs is Café Espresso which features music, topics of the day and recipes—all in Italian. The show airs live on

Mondays and Thursdays from 9-11 a.m. The show's host, student Camilla Zeigler, is a native of Milan, Italy, where she taught high school for twenty-three years. "I have friends and former students who are faithful listeners," Zeigler said. "By bringing a piece of my country to my listeners, I am building a bridge between cultures."

Zeigler first learned about the station through a classmate who was involved with the student organization. After being trained on the broadcast equipment, she began preparing playlists from her personal music library—a vast collection that includes pop, jazz, opera and classical selections with both Italian and English lyrics.

Since she traveled a great deal as an amateur golf player, Zeigler has friends around the globe, including Japan, Australia and Africa. She often dedicates a song or mentions her friends by name on the air as a way to connect with them.

Camilla moved to the United States in 2001 after she met her then future husband during a golf tournament. She started playing golf when she was twenty-three years old, but lost her left arm during a car accident. Determined to play golf again, she had a titanium prosthesis built and underwent self-training to re-learn the game.

During the past decade or so, she has placed in the top three spots for numerous national and international amputee golf championships. She is also a certified golf instructor.

While she holds a master's degree in business and finance, Zeigler enjoys taking courses at the college as enrichment and is enthralled with Montco Radio. Her enthusiasm has inspired other international students to share their cultures on the air; for example, one student is currently working on developing a pre-recorded show in Korean.

When students are not broadcasting live, Montco Radio airs a variety of music through its affiliation with College Media Journal. Last year CMJ recognized the station as one of the top five college Internet-only radio stations in the country.

The station has come a long way since forming in the late 1960s as a student DJ club. In the early 1970s, the station began broadcasting in the college's cafeteria.

Montco Radio went international in 2003 when it began broadcasting on the Internet, and it can be accessed today by visiting the college's website at [www.mc3.edu](http://www.mc3.edu) and clicking on the green microphone icon in the lower right corner.

faces as we finished their stoves. I felt an overwhelming feeling of joy, happiness and pride."

Our host agency, Transformational Journeys, was the link to the local health promoters. Health promoters are the first level of health care for most of the Mayan people who live in the highlands near Lake Atailian. During our stay they taught us how to make shampoo and "Vicks" from herbs. We taught them how to care for simple burn injuries and principles of safe cooking. Together, we taught a group of children how to brush their teeth and then helped with fluoride treatments. We evaluated families for tuberculosis together.

The Health promoters wanted to know how to make candles. Most of the homes do not have electricity. They wanted to sell candles and use the profits for medical supplies. They were taught how to melt paraffin over a fire and shape out a mold in sand.

In contrast, we saw the devastation from the spring 2010 mudslides and the inequality between Mayan and Ladino communities. One student commented that "now that I am home, I have been so emotional. I sit here in my house with electricity and running water. I think about how the people of Guatemala walking miles to get there water and then carry it all back to their house." This service oriented trip is one that faculty and students will not forget.



*Sinclair travelers and a Mayan family with their new stove.*



## Community College France-Archaeology Study Abroad Program \_\_ by Dr. Laura Cripps

In July 2011, students from Howard Community College will travel to the Center for European Archaeology at Bibracte, France, to excavate Iron Age and Roman archaeology alongside undergraduates and postgraduates from prestigious universities from across Europe. This is the third year that Howard's students have joined the collaborative research program at the Center, and the college is the first U.S. institution to have been invited to do so.

The Center for European Archaeology ([www.bibracte.fr](http://www.bibracte.fr)) was established by President Mitterrand in 1984 with a mission to promote pioneering collaborative research within the field of Celtic and Roman studies whilst simultaneously supporting the academic and cross-cultural experiences of students from around the world. This 2011 field season will conclude a research project undertaken by a team of students from institutions in the



*Students from HCC and Durham University in excavations in the environs of Bibracte.*

UK, Germany and the USA, directed by Dr. Tom Moore (Durham University), with the assistance of Arno Braun (University of Mainz), Ines Klenner (University of Cologne) and Dr. Laura Cripps (Howard Community College).

For the students from Howard Community College who have participated in this trip, the experience has been nothing short of life changing. The achievement of completing archaeological excavations to the highest standards has provided these students with a huge amount of pride and confidence in their own abilities. For many, working alongside European postgraduate students has raised their academic aspirations and stimulated a desire to travel. For all, the process of collaboration as part of a multi-national team has provided a new outlook on the world, whilst the experience of excavation and the critical thinking required to interpret the archaeological record has provided a new perspective on the past.

These experiences would not have been possible without the support of the Center for European Archaeology, Durham University and Howard Community College. The continued collaboration of these organizations in the future provides exciting and truly unique opportunities for students from Howard Community College to study abroad.

## Richland College is Going Global with UN \_\_\_\_\_ by Noeli Biggs and Jeana Remington

Richland College shares the United Nations' goal which is to dream for a better world and to play an active role in making that dream a reality.

Noeli Biggs, Jeana Remington and Diana Urrutia, Richland College Model UN Leaders, want to provide learning opportunities to students to change the world we live in now. The Model United Nations at Richland College was launched in 2007 to help students and faculty understand the complexities of the challenges facing our world societally, economically and environmentally.

The Model United Nations at Richland College contains the following initiatives:

### Going Global with United Nations videos:

<http://www.rlc.dcccd.edu/modelun/videos.htm>

Going Global with UN contains 72 half-hour videos highlighting United Nations accomplishments since 1945 in the following areas: Health and Environment, Education, Poverty and Development, War and Peace, Gender and Aging, and Millennium Development Goals.

Richland College in partnership with the Lecroy Center for Educational Telecommunications and the United Nations Association of Dallas implemented the Going Global with UN Videos in the two unique following formats:

- **Broadcast:** The Going Global with UN videos are available on Dallas County Community College District educational cable to one-half million Dallas community residents making Richland College the first higher education institution to broadcast the Going Global with UN videos, and Dallas the second city to have cable access to these videos.
- **Streaming Video:** Richland is offering these Going Global with UN videos on the world wide web to the entire global community. Richland College is the first institution to stream these videos worldwide.

### 1. Model United Nations Information sessions.

Model UN information Sessions are made available annually to Richland College faculty to introduce them to the UN resources and how they can incorporate them in their curricula.

### 2. Richland Collegiate High School's Senior Capstone Project.

We offer the Model United Nations as one important option for Richland Collegiate High School students to meet their Senior Capstone Requirement, which is a portfolio tied on the U.N. Millennium Development Goals and the Richland College triple bottom line (Environmental Vitality, Economic Viability and Social Equity and Justice) and how they are related to their chosen career.



## Pellissippi State Offers Study In and Study of China \_\_\_\_\_ by Juli Neil

Benjamin Waugh had 15 countries to choose from when he wanted to spend the summer of 2011 studying abroad. He chose China.

Waugh, a student at Pellissippi State Community College in Knoxville, Tennessee, reflects a national trend: interest in studying Chinese language and culture is growing. The U.S. Department of Defense's senior language authority, Nancy E. Weaver, has identified Chinese as one of the languages most in demand, and an estimated 100 million people worldwide are learning to speak Chinese. To respond to the demand, Pellissippi State and other higher education institutions are expanding Chinese language course offerings.

Waugh didn't consult statistics or check trends prior to deciding that he wanted to study in China, yet the Army veteran has a keen sense of the value of immersing himself in different cultures.

"You learn more about yourself when you travel," said Waugh. "In the United States we try really hard to be unique, and instead of people recognizing how similar we all are, this attitude often serves to build walls between people. When you study abroad, you're not choosing new things—they're choosing you."

Waugh is one of 16 students selected for Pellissippi State's Global Ambassadors Program which is offered by the Tennessee Consortium for International Studies.



*Benjamin Waugh will study abroad in China this summer.*

TnCIS is a statewide organization of 19 community colleges and universities working to heighten international education and cultural understanding across Tennessee. It is headquartered at Pellissippi State. Ambassadors are awarded full study abroad scholarships and must agree to assist in efforts to recruit participants for the following year. Funds for the scholarships come from the international fee assessed to each student.

"We're committed to making international education available and affordable to our students," said Allen Edwards, president of Pellissippi State, "because in today's global economy, it's essential for them to learn about and experience other cultures."

Also reflecting the national trend in studying Chinese language and culture is Pellissippi State's new Confucius Classroom. The college began offering "Beginning Chinese I" and "Peoples and Culture of China" in

January thanks to Pellissippi State's status as the recipient of a prestigious grant from the Confucius Institute at the University of Memphis.

The grant supplies funding for a professor from China to teach language and culture classes, start-up costs of the special classroom, computer hardware and software for Chinese language instruction, and 1,000 books for the college's library. Pellissippi State is the only community college in Tennessee to receive the grant.

## Pellissippi State One of Only Two Tennessee Hosts for Mexican Art Exhibit \_\_\_\_\_ by Juli Neil



*Angel Bracho's "The Dictatorship is Stopped" was among several "Historia de México" pieces on display recently at Pellissippi State.*

Knoxville's Pellissippi State Community College is one of only two venues in Tennessee to host a recent traveling historical art exhibit from Mexico. Offered February 21 through March 4, "Historia de México" featured engravings that celebrate the country's 1810 independence from Spain and its 1910 revolution. The artwork depicts various stages of Mexican history as seen from the point of view of the artists.

The Tennessee Consortium for International Studies, whose headquarters are at Pellissippi State, and the Ministry of Culture of the Mexican state of Michoacán sponsored the exhibit. This year's exhibit marks the third time that TnCIS and Pellissippi State have presented artwork from Mexico. The exhibit, offered at no charge to attendees, was open to students, faculty, staff and community members.

"Last year marked the Bicentennial of Independence and the Centennial of the Mexican Revolution. The cultural significance of both events lend themselves to art," says Milton Grimes, Pellissippi State's assistant to the president,

international affairs, and former executive director of TnCIS.

"The engravings in this exhibit attest not only to the significance of the War of Independence, but they also graphically show us the immense cost in both human life and suffering during this war," said Grimes. "By hosting this exhibit, we not only honor those who suffered and died for their freedom, but we also reaffirm the close relationship which continues to exist between our two countries."

TnCIS is a statewide organization of 19 community colleges and universities working to heighten international education and cultural understanding throughout Tennessee.



## Southwest Virginia Trip to China by John Brenner and Teresa Alley

### Introduction

Colleges and universities across the United States send groups of students and faculty on education trips that are grant funded. As Pederson (2009) notes, "Because college educators are preparing the workforce--and citizens--of tomorrow, mobility experiences at the university level can be tied directly to workforce needs" (p. S73). Pederson goes on to say, "In today's global world, there is momentum in higher education to facilitate competence around cultural competence and intercultural effectiveness" (p. S74). This article reviews a grant that enabled faculty and students to experience a short term stay in China.

During May/June of 2009, a group of college professors and students from the Appalachian region of Southwest Virginia went to China for fifteen days. The group consisted of 22 students and professors from the University of Virginia at Wise, Southwest Virginia Community College, Virginia Highlands Community College, King College, University of Virginia in Charlottesville, and Emory and Henry College.

A key goal of the grant was to foster more international linkages between colleges and universities and the business community in China. The sponsoring agency was The Southwest Virginia Higher Education Center (SVHEC). SVHEC has had two BIE grants, which have allowed more than 100 students and faculty to study abroad both in China and Mexico.

Jackson as reported by Anderson (2009), et al research that found, "...well designed short-term programs have the potential to foster the 'overall development of cross-cultural sensitivity' in student sojourners" (p. S60). With this in mind, the schedule of the group to China included a great deal of information on the structure of business connections between the United States (U.S.) and China. The group spent the first few days of the trip in Shanghai at The Shanghai International Studies



China group photo.

The Business and International Educational (BIE) Grant Program from the United States Department of Education's International Programs Service supported the study abroad program.

University (SISU). This organization provided the classroom space and lecturers. One of the speakers was Kevin Chambers from the U.S. Consulate General, Shanghai, who described the actual process in which U.S. businesses can participate in commerce with China. There were also lectures on the history, society, and culture of China and lectures that described the changing attitudes of society in China. The focus of the lectures provided the students and faculty with an understanding of the

—continued from page 12

## Richland College is Going Global with UN by Noeli Biggs and Jeana Remington

Due to these initiatives Richland College was honored to receive the following awards:

- UNA USA - Earl Eames Award which recognizes the chapter or division making the greatest progress in the use of electronic communication technology in promoting the UN work throughout the world.
- Dallas City Hall - Mayor Tom Leppert, recognized the valuable services of the Richland College Model UN leaders in promoting international understanding to citizens in the Dallas community and beyond.
- UNA USA President, Ambassador William Luers Appreciation Letter.

dynamics of China's changes in the last 20 years.

After lectures, the group was exposed to cultural and social aspects of China through visits to cultural sites and the experiences of actual contact with local Chinese. All participants had been connected with pen pals through SISU. The group then had the opportunity to connect with Chinese students, who were also learning English and the American business system. Members of the group met local Chinese students while spending an evening learning about Shanghai.

The group was invited to see the Shanghai Port Authority, which is a massive complex that has been built out in the ocean. After leaving Shanghai, the group went to the resort town of Hang Zhou to see how China has responded to the need for tourism; this beautiful city with tall groves of trees and beautiful parks made it an enchanting place to visit. The group attended a beautiful Chinese operatic presentation on a local lake at night and toured a tea plantation, learning the art of selling tea.

The group took an overnight train to arrive in Beijing, which was the last stop for the group. The capital city offered the group a look at the 2008 Olympic sites and the historical aspects of the city, including



—continued from page 14

## Southwest Virginia Trip to China \_\_\_ by John Brenner and Teresa Alley

Tiananmen Square, the Palace, and the Great Wall.

This trip will be remembered by many of the participants from Southwest Virginia as their first trip to China. Students and faculty offered remarks on how effective the trip was in educating the participants. Most of the information was antidotal where students reported having greater insight into the Chinese culture and life. They felt they got to meet and understand local people through interpersonal interactions. One student said, “You can learn more here in a week that in a whole class.” Other students felt that the Chinese had an outside skin (i.e. modern appearance), but they were still very much a part of their ancient culture. One felt that everything was different in China but in many ways it was much the same as in the United States. Another student expressed a feeling that he understood the daily life of the people, but he needed to learn more about how the government was involved in their daily lives. These are comments of students who had never traveled internationally and who did not speak the language of the people they were visiting. These kinds of statements indicate that the students were thinking and being impacted by their international experience.

### References

- Anderson, P. H., Lawton, L., Rexeisen, R. J., & Hubbard, A. C. (2006, July). Short-term study abroad and intercultural sensitivity: A pilot study. *International Journal of Intercultural Relations*, 30(4), 457-469.
- Pederson, P. J. (2009). Teaching towards an ethnorelative worldview through psychology study abroad. *International Education*, 20(1), S73-86.

## ACADEMIC ARTICLE

### Research on Short-Term Study Abroad Trip

by John Brenner and Teresa Alley

This article presents research on the impact of short-term international travel for a group of faculty and students from Southwest Virginia who traveled to China on a Business and International Education Grant. The next section will explain how this study tour included a component to measure the impact of the travel on the participants. The article also describes how research methods were employed using the Intercultural Development Inventory (IDI) to assess the intercultural aspects of the participants. Sercu (2004) states, “...intercultural competence is being increasingly recognized by educators and employers alike” (p. 73).

#### Methodology

One important aspect of foreign travel for students is to learn about the impact of that travel. Deardorff (2006) suggests in her study of higher education administrators, “All institutions in this study agreed that it is important to assess students’ intercultural competence” (p. 248). Deardorff lists the top methods of determining the impact by using “student interviews (used by eight of nine institutions), followed by student papers and presentations, student portfolios, observation of students by others/host culture, professor evaluations (in courses), and pretests and post-tests” (p. 248).

In order to assess the impact of the experience for the students and the faculty at a deeper level, Dr. John Brenner, an Intercultural Development Inventory (IDI) Administrator from Southwest Virginia Community College, conducted a pre/post analysis of all the participants. Bennett and Bennett have created The Developmental Model of Intercultural Sensitivity (DMIS) “to explain the observed and reported experiences of people in intercultural situations” (p. 153). Hammer and Bennett created an Intercultural Development Inventory that approaches intercultural sensitivity in a developmental realm (Putsch p. 26). This instrument was used to assess the China group participants. Pederson (2009) states, “The implications of this model for education are great in that how students are exposed to cultural difference will have impacts on whether our efforts move them developmentally” (p. S75). Anderson adds, “Study abroad researchers from a variety of disciplines have drawn on the DMIS to track the intercultural learning of student sojourners” (p. S60). As Hammer and Bennett (1998) note,

“The IDI is designed as a “cultural-general” measuring instrument. The IDI asks individuals to frame their responses in terms of comparisons between their own culture and generalized “other cultures.” (p. 30).”

The IDI places individuals on a continuum from ethnocentric to ethno-relative. The purpose of this study was to determine the impact of international short-term travel on individuals. Group members (n = 22) completed the pre-test IDI two weeks prior to departure. The post-test was completed four weeks after the group’s return. Only group data was presented.

#### Results

Table 1 shows the results of this study. Although there was no statistical significance for the overall developmental score ( $p = 0.131$ ) of the students’ pre and post-test IDI, the students did improve their mean levels of intercultural sensitivity measured by the IDI developmental scale. The group’s overall perceived score ( $p = 0.067$ ) provided some support for an improved change in perception of their intercultural sensitivity. There was no significance in any of the five scales (Denial/Defense, Reversal, Minimization, Acceptance/Adaptation, Encapsulated Marginality) between the pre and post-test means; however, there was an increase in mean scores on each scale, indicating movement within the stage. As a group, these statistically non-significant increases suggest that the students lessened their Reversal tendency to believe others’ cultures were better than their own and increased their acceptance of and adaptation to others’ cultural differences (Acceptance/ Adaptation).



—continued from page 15

## Research on Short Term Study Abroad Trip \_\_\_\_\_ by John Brenner and Teresa Alley

**Table 1**

Two-tailed Test of Significance

Scale	Pre-test mean <sup>a</sup>	Post-test mean <sup>a</sup>	p-value	Possible range
Overall Developmental Overall	95.47	99.34	0.131*	55-145
Perceived	122.45	124.10	0.067*	55-145
Denial/Defense (D/D)	4.30	4.41	0.117**	1-5
Reversal (R)	3.75	3.85	0.500**	1-5
Minimization (M)	2.59	2.71	0.359**	1-5
Acceptance/ Adaptation (A/A)	3.59	3.66	0.376**	1-5
Encapsulated Marginality	4.36	4.44	0.585**	1-5

<sup>a</sup>n = 22, \*p < 0.10. \*\*p < 0.05.

### Discussion

The results of the pre and post IDI instrument indicated that the entire group moved along the continuum from ethnocentric to ethno-relative. While there were no significant changes reported in the paired samples statistics for the overall developmental score ( $p = 0.069$ ), the means for scores for the pre and post-tests did increase. The developmental score for the IDI pre-test ( $M = 95.47$ ) placed the group as a whole within the minimization stage of development. While the post-test mean score ( $M = 99.34$ ) was not a significant change, the group did advance in the minimization scale (range of 85 to 114) toward the acceptance scale. In the overall perceived pre and post-test scores ( $M = 122.45$ ,  $M = 124.10$ , range of 115-129), there was a significant change in students' perception of cultural differences. Students perceived themselves to be accepting of other cultures, and after the travel experience post-test their perception that they were accepting increased. Pederson (2009) has indicated that intercultural competence is a developmental model. She states, "Similar to other developmental models in psychology and sociology, individuals grow through experience and exposure to the next developmental phase" (p. S76).

Within the five individual scales, there was a lack of significant change from the pre-test to the post-test. Understandably, the Denial/Defense scale did not change greatly because the students were not within this stage developmentally at the beginning of the program. The pre-test minimization score ( $M = 2.59$ , range of 1- 5), however, had a much greater chance for improvement, but only reported a non-significant change in mean ( $M = 2.71$ ). The students' tendency to minimize the cultural differences in groups was somewhat improved but not significantly; however, movement was indicated. This movement may be interpreted that participants were changing in a positive manner--meaning they were indicated to be moving from ethnocentric to a more ethno-relative position on the IDI scale.

### Conclusion

Although the scales did not show significant movement or advancement from one developmental stage to the next, the increases in pre- and post-test means within each scale and in overall development and perception cannot be discounted. Considerations such as the small sample size ( $n = 22$ ) and the one-shot group study should be noted as limitations to the study. This exploratory study of a regional group study should be indicative of the need to do actual research on short-term projects. More importantly, this small study indicates that short-term travel does have a positive impact on the participants. Jones (2010) states,

"We live in a global era in which more people, societies and cultures are coming into contact with more "others" than at any time in history" (p. 292). Because we are living in this era, it is important for researchers to continue to document and research the impact of international travel on the intercultural competency of participants. Through continued research and assessment, the true impact of international travel can be discovered.

### References

- Anderson, P. H., Lawton, L., Rexeisen, R. J., & Hubbard, A. C. (2006, July). Short-term study abroad and intercultural sensitivity: A pilot study. *International Journal of Intercultural Relations*, 30(4), 457-469.
- Bennett, J. M., & Bennett, M. J. Developing Intercultural Sensitivity: An integrative approach to global and domestic diversity. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds.), *Handbook of intercultural training* (3rd ed., pp. 147-165). Thousand Oaks, CA: Sage.
- Deardorff, D. K. (2006, Fall). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241-266.
- Hammer, M., & Bennett, M. (1998). *The intercultural development inventory (IDI) manual*. Portland, OR: The Intercultural Communication Institute.
- Jones, P. M. (2010). Developing social capital: A role for music education and community music in fostering civic engagement and intercultural understanding. *International Journal of Community Music*, 3(2), 291-302. doi:10.1386/ijcm.3.2.291\_1
- Pederson, P. J. (2009). Teaching towards an ethnorelative worldview through psychology study abroad. *International Education*, 20(1), S73-86.
- Pusch, M. D. (2004). Intercultural training in historical perspective. In D. Landis, J. M.
- Bennett, & M. J. Bennett (Eds.), *Handbook of intercultural training* (3rd ed., pp. 13-36). Thousand Oaks, CA: Sage.
- Sercu, L., & Leuven, K. U. (2004). Assessing intercultural competence: A framework for systematic test development in foreign language education and beyond. *Intercultural Education*, 15(1), 73-89.



## Global Music for International Women’s Day at Boston’s Bunker Hill Community College \_\_\_\_\_ by Vilma Tafawa

Zili Misik, the renowned all-female band with members from around the world, inspired smiles, foot-tapping and dancing at Bunker Hill Community College’s celebration of International Women’s Day on March 8, 2011. Powerful Haitian, Brazilian and West African rhythms echoed through the two-story atrium above the main lobby at the college, which is now ranked among the 50 fastest growing community colleges in the United States. Located in Boston, Massachusetts, this college of 12,600 students is one of the most diverse institutions of higher education in the region and includes a population of more than 734 international students from more than 90 countries speaking 75 different languages.

The concert marked the first time the college has celebrated International Women’s Day with music. The name “Zili Misik” refers to the Haitian spiritual entity Ezilia, who is envisaged as mother, lover and warrior. “This all-female band is one more indication that the glass ceiling for women has been broken,” said Vilma M. Tafawa, Executive Director of the college’s International Center. “Their performance was impeccable and our students loved their music and their vitality.” The event was co-sponsored by the college’s International Center and the Office of Diversity and Inclusion.

The band performed original compositions as well as more familiar melodies. “They played a few classic Haitian songs that reminded me of the old days back home,” said Lesley Memnon, a Bunker Hill Community College engineering student from Haiti. “What I liked best was that the lead vocalist was able to sing in so many different languages and they all sounded great.”

Students, faculty and staff packed the college’s main lobby as the Zili musicians seamlessly sang in Haitian Creole, Swahili, Spanish and Portuguese as well as English. The women of Zili Misik hail from the United States, Trinidad and Japan. Most studied at the Berklee

College of Music, a Boston institution known for launching the careers of well known musicians.

Lead singer, percussionist and Zili Misik founder Kera M. Washington, is a member of the music faculty at Wellesley College in Wellesley, Massachusetts. Washington first created a band, Zili Roots, to play music of the African diaspora. That group became Zili Misik in 2005 and has since issued two CDs, *Zee’lee Mee’sseek* and *New World Soul*. The Zili Misik repertoire has expanded from Africa to include music retracing routes of forced exile around the world.



Members of Zili Misik.

The International Women’s Day concert continues the Bunker Hill Community College tradition of hosting accomplished women concerned with major global issues. Visitors have included former Egyptian First Lady Jehan Sadat, who shared her vision of peace in the Middle East; Nobel Peace Prize winner Rigoberta

Menchú Tum, who talked of the “disappeared” in Central and South America; and Pulitzer Prize winning journalist Sonia Nazario, who shared the harrowing stories of children who leave Central America alone in search of their mothers who have come to the United States to find work.

The 2011 International Women’s Day celebration coincided with the release of the *Report on the Status of Women in America* by the Executive Office of the White House and the U.S. Department of Commerce. The report noted, “Women’s gains in educational attainment have significantly outpaced those of men over the last 40 years.” The report went on to say that higher percentages of women than men between the ages of 25 and 34 have earned a college degree.

That’s not news to Bunker Hill Community College, where more than half the students are women. They turned out in numbers for Zili Misik to honor the continuing challenges as well as the hard-won victories of women around the world.

**Check Us Out Online at  
<http://www.ccid.cc>  
for Past Newsletters!**



## My Humber Experience \_\_\_\_\_ by Sherryl Ramgoulam



Sherryl Ramgoulam (left) with a friend from SEYA.

My name is Sherryl Ramgoulam and I'm an international student from Mauritius studying in the Business Administration Program at Humber Institute in Toronto, Canada. I want to share with you my favorite experience at Humber so far....

Call me a total nerd, but taking Leadership 047 last fall has given me an entirely different perspective on things I thought I knew before. Most importantly, it has helped me learn a great deal about myself and about my relationship with others.

Let's face it, the Business School's programs really do mean tough business; accounting, math, economics and management classes. I had therefore decided to pick a general education course that was both interesting and refreshing. SOCI 047 was the challenge I was looking for, as a significant portion of the grade rested upon the completion of 15 hours or more of volunteering activities outside of the classroom.

Not only was Tim Berry, the professor, a very charismatic and inspiring person, but the class dynamics were great. We had icebreaker games every other week that helped enrich the formal learning, and encouraged the creation of bonds among classmates despite the fact that we all came from very different academic programs. I also learned the concept of leadership under an entirely different light: a true leader is not, as I previously thought, an authoritative and intimidating figure. Instead, true leadership exists when it is shared equitably among all members of a group.

Everyone can and should display leadership, and that realization changed my perspective of how business, my field of study, should be conducted. The course also made me aware of other crucial issues that are emerging in the business world these days: ethics, diversity and the team process.

In order to fulfill the volunteer requirement in the program, I joined LAMP community health centre to complete my volunteer hours. The experience turned out to be so great that I went way over my minimum requirement of 15 hours; in fact, by the end of the term I had done close to 50 hours with the South Etobicoke Youth Assembly (SEYA). SEYA is a non-profit youth led organization that creates and implements youth oriented workshops such as dance, photography and sports and recreation. It also provides its members and leaders with concrete opportunities to get involved in local youth issues, develop their talents and reach their full potential. This enabled me to connect with teenagers from the community, and serve as a role model and mentor. While I helped the youth with their homework, I was also able to contribute to the SEYA leaders' team effort while they planned, organized and hosted activities.

Though I achieved a very high grade in the course, the greatest rewards came from the invaluable lessons that I took away. Not only do I know my potential as a leader now, but I have the tools to do it successfully. I was also able to make several friends, both in the classroom and at SEYA, and finally, I had an amazing opportunity to develop and implement my newly acquired skills in a real life setting. It is such things that have made my time at Humber the experience of a lifetime.

## CCI Students at Gasparilla \_\_\_\_\_ by Gina Oviedo-Martinez

The eleven CCI students at Hillsborough Community College brought some international flavor to the longstanding Tampa tradition of Gasparilla. Gasparilla is a pirate themed festival filled with parades and parties celebrating Jose Gaspar, a pirate known for his quirky mix of ruthlessness and chivalry as well as a yet undiscovered buried treasure rumored to be hidden somewhere in the Tampa area. The tradition began in 1904 and has continued nearly every year since. People come from as far away as Canada to enjoy the festivities. There are parades, parties, and even a running event amongst the activities.

The eleven students hailing from Brasil, Panama, Costa Rica, Nicaragua, El Salvador and Guatemala, were the stars of the International Education Float in all the three of the Gasparilla parades over a one-month period from January to February. The float is hosted by the three colleges in Tampa: HCC, University of Tampa, and the University of South Florida. They donned their traditional attire and giant flags from their respective countries, waved, smiled, and threw beads to the awaiting crowds throughout downtown Tampa and Ybor City. They were greeted by screams of delight, many people yelling out the names of the countries represented in their quest to acquire more and better beads.

The experience for the students themselves was equally positive as they were able to experience a taste of Tampa culture, history, as well as the Latin flavor that permeates the city. Many commented they felt proud to represent both their home country and the school in such a popular public event. Throwing beads to screaming fans is not such a bad way to spend a few Saturdays either!



Hillsborough CCI students at the Gasparilla celebration.



## Successful Practices Internationalizing the NTC Campus: DECA Experience for International and American Students \_\_\_\_\_ by Tetyana Schneider



*NTC DECA students pose after the competition outside the state capitol in Madison.*

International students at Northcentral Technical College (NTC), Wausau, Wisconsin, are integrated in the classroom in various ways as a result of efforts to internationalize the campus. One shining example of integration is the successful involvement of international students in the Marketing Club. NTC's Student Marketing Club has existed for over 50 years and is one of the most dynamic clubs on campus attracting students through a variety of activities, including Collegiate DECA competition.

For more than 65 years, DECA programs have assisted more than ten million students, educators, school administrators and business professionals in developing academically prepared, community oriented, professionally responsible, and experienced leaders. DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management around the globe. Co-curricular programs that integrate into classroom instruction apply learning in the context of business, connect to business and the community, and promote competition, are very attractive for future graduates including international students.

International students from 11 countries that are at NTC through U.S. government sponsored programs (SEED and CCI) recognize the value of the DECA experience in preparing them for the real world. For the first time in its history, half of the 24 members of NTC's Collegiate DECA Chapter are International Students. Mr. Thor Burntvedt, NTC Marketing/Business Instructor and Faculty Advisor for NTC's Collegiate DECA, shares that the NTC Chapter is fortunate to have a diverse mix of cultures within the student organization. He stated, "This cultural mix allows an enriching exchange of social and ethnic values and traditions. Many of our Wisconsin students have had little or no exposure to individuals from other countries. I have witnessed many conversations regarding life styles, daily life, family relationships, holiday traditions and politics. This rich exchange has created friendships that stretch across international boundaries."

The student driven organization values competence, innovation, integrity, and teamwork is a driving force for future business professionals. The opportunities offered through DECA allow students to engage the broader business community, compete beyond their campus and network with their peers throughout their state or province. S bongiseni Sanele Mtshali, 2010 CCI program student from South Africa, says, "Through business networking and professional presentations I will be able to utilize acquired skills in my professional and business life. Effective communication skills and profound planning skills are essential." S bongiseni, together with four other international students, Israelina Clase, Ramon Eustaquio, Jacqueline Mijango, and Luis Reyes, succeeded at the Wisconsin Collegiate DECA State Competition in Madison, Wisconsin, and will travel to Orlando, Florida, in April for the National competition.

These young emerging leaders and entrepreneurs from the Dominican Republic, El Salvador, Honduras, and South Africa together with four American students will soon be challenged at the Collegiate DECA International Career Development Conference. Their advisor knows the students will represent the college with dignity, pride and professionalism and will perform well because they have all worked very hard to reach this level. "All of our DECA members have bonded together to help each other improve their professional business skills," he said. We wish all our NTC students success – we are proud of you!

### Roaad Trip! \_\_\_\_\_ by Susan Short

Thirteen Community College Initiative (CCI) Program participants from Parkland College capped off their Global Leadership Development Program with a visit to Washington, D.C., in March. They were disappointed that President Obama was out of the country and not able to receive them, but still visited many historic institutions and learned more about the U.S. systems of governance. The students represent Brazil, Egypt, Guatemala, India, Indonesia, Nicaragua, Pakistan, and Panama.



*Parkland CCI students visit Washington, D.C.*



**SINCLAIR**  
COMMUNITY COLLEGE

**Dayton Campus**  
444 West Third Street  
Dayton, Ohio 45402-1460

NON PROFIT  
U.S. POSTAGE  
PAID  
DAYTON, OHIO  
PERMIT NO 149

COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT



COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT, INC.

Spring 2011

**Check Us Out Online at <http://www.ccid.cc>  
for more exciting articles!**

Hinds Community College Team Studies  
Great Leaders in United Kingdom

Students at Northampton Community  
College Travel to Moscow

Snow College Raises Funds for Japan Relief

Howard Community College Students Made  
a Difference in the Dominican Republic

An IED's Reflection on Study Abroad in  
Japan...

Women's India Trust

Bridging International Connections



## Hinds Community College Team Studies Great Leaders in United Kingdom by Debbie McCollum

For seventeen years Hinds Community College has nurtured a productive partnership with a sister institution, Bridgwater College in Somerset, United Kingdom. The two colleges work in a reciprocal relationship that arranges home stays and itinerary planning for annual student and faculty groups that visit the United States and the United Kingdom for short-term study abroad.

Each Hinds group that travels to Bridgwater must enroll in a course that not only prepares individuals for travel, but also acquaints students with the English educational system, government, and locations of historical interest that they will be visiting. This year, that course focused on the principles of leadership.

The Honors Institute at Hinds is divided into four distinct areas of programming: Leadership Studies, International Studies, the Honors Program, and Phi Theta Kappa. Honors Institute Dean and International Education Director, Kristi Sather-Smith, said, "This year we decided to meld a regular part of our leadership programming with our study abroad program in the United Kingdom." Ten faculty and eleven student leaders applied and were selected for a leadership course. The group met each week before travel and studied essays, speeches, and films that highlighted principles of leadership in the lives and works of a select group of the United Kingdom's greatest leaders. Study centered on the principles of goal setting, managing conflict, articulating a vision, adapting to change, establishing a team, and ethical leadership.

In-country from March 10-20, 2011, the group learned more about these principles of leadership at work in the lives and accomplishments of these great leaders by walking in the places where these great leaders once strode. The group visited Windsor Castle and discussed the power of Renaissance monarch Henry VIII; they also questioned the use of that power in his Dissolution of the Monasteries, as evidenced at Glastonbury Abbey. From viaducts and bridges at Windsor, to travel on a steam train on the Great Western Railway, and finally to the decks of the S.S.

Great Britain and the spans of Clifton Suspension Bridge in Bristol, the group studied the genius of engineer Isambard Kingdom Brunel and learned how he propelled the country of England into an empire.

Students learned how despite physical hardship and personal controversy, naval hero, Admiral, Lord Horatio Nelson, and his final battle in the H.M.S. Victory live in perpetual honor in London's Trafalgar Square.



*Hinds study abroad group poses on Clifton Bridge.*

Still resounding through the War Cabinet Rooms, students heard the commanding voice of Sir Winston Churchill declaring England's firm resolve to stand firm in time of war. Study of each of these leaders before travel made visiting the places where they lived and worked much richer.

The group's study in-country also stretched beyond the study of great

leaders. Each individual selected for the trip is recognized by Hinds as a leader on campus. While at Bridgwater College, faculty members worked for two days in small group settings with faculty and staff from the sister college. The exchange of ideas on topics such as online instruction, recruitment, and retention provided valuable ideas for implementation at both colleges. While faculty were at work, student leaders shadowed Bridgwater students in classes and learned first-hand of the differences between the US and UK systems of education.

Success of this program, in large part, is due to the unwavering support of President Clyde Muse of Hinds and Principal Fiona McMillan of Bridgwater. Careful and studied preparation along with regular communication between the Honors Institute at Hinds and the Vice-Principal's office at Bridgwater, contributes to a well planned and efficiently executed itinerary that maximizes the effectiveness of the over-all program when the time available for study is limited. The joint efforts of college administration, faculty, staff, and students as well as the generosity of host families all contribute to the depth of learning that occurs through this partnership.



## Students at Northampton Community College Travel to Moscow \_\_\_\_\_ by Michael McGovern

Eight Northampton students traveled to Moscow on March 12th for a Spring Break visit to the Russian State University of Tourism and Service (RSUTS). When we arrived, we were greeted enthusiastically by the resident students at the university, including one with the unlikely Russian name of Sean Kelly.

Sean is actually a Northampton student who 'transferred' to the RSUTS eighteen months ago to study the Russian language and linguistics. When we expressed curiosity at his reasons for moving to Russia, the adventurous young man replied with another question: "Why not Russia?" It proved to be his way of inviting us to consider him one of the locals. The NCC group quickly capitalized on his knowledge and insights into Russian culture.



*Sean Kelly (right) serving as interpreter for NCC students with our Russian-speaking guide at Trinity-St. Sergei.*

As the week unfolded Sean proved to be a capable and willing guide in exploring the wonders of Moscow and the intricacies of the Russian language. He volunteered to translate for our guided tour of the Trinity-Sergei Monastery in the medieval fortress town of Lavra, and accompanied students from NCC on their walking tour of the Kremlin, the artsy Arbat district, and the massive Ostenkino Telecommunications Tower which provided us with a panoramic 360 degree view of the entire region.

Sean also tipped off the students on whether or not they were getting good prices on souvenirs and gifts. He especially enjoyed translating the menus at a favorite NCC eating spot, the "MY MY" (pronounced MOO-MOO), where he made sure everyone got Russian delights that agreed with the culinary tastes of young Americans. His menu translations weren't as urgently needed when the Northampton students requested a mid-week visit to a local McDonald's, but he did look a bit nostalgic ordering his quarter-pounder with fries.

Early in the week, the university hosted a night of bowling at a local mall as a 'break the ice' exercise for the Russian and American students. Sean performed both as bowler extraordinaire and as informal team leader, moving between lanes and languages with remarkable facility. I think that most NCC students would agree that Sean earned our ultimate respect as he guided us through the labyrinth that is the Moscow subway system. Usually, there were ten to twelve people in our group, including the Russians, but it was Sean's expertise with the system and the Cyrillic alphabet that ensured we stayed together and got off at the right stop, no small feat on a jam-packed Metro that is larger than the systems in either New York or Paris.

Sean seems to be enjoying all that foreign study and residence can offer. He has no immediate plans to return permanently to the United States, and is thoroughly immersed in the life of the university and Russian culture. For as long as he chooses to remain in Moscow, he will be a visible and admired reminder of the growing friendship between the RSUTS and Northampton Community College.

## Snow College Raises Funds for Japan Relief \_\_\_\_\_ by Diane L. Ogden

Where can you find plantains, pierogi, takoyaki, Ethiopian dancing and bagpipes in a small town in central Utah? The Snow College International Food Festival held March 31st had all of these and more. Located in a rural mountain valley in central Utah, Snow College is the oldest two-year college west of the Mississippi River. Snow College is new to CCID, but it isn't new to international education.

With a student body of 3000, Snow has had an international program since 1978 and has been putting on an annual international food festival for nearly 25 years. It is a great event that showcases the 100 international students to the campus and local community.

Students prepare foods from their homelands and serve them to the community. In addition to the foods, there is a fashion show and a talent show. The event is free, but attendees pay for the foods they sample. Tickets are fifty cents each. Some foods only require one ticket while more elaborate dishes can cost up to six tickets.



*Snow students and community members help to raise funds for Japan Relief at the college's International Food Festival.*



## Howard Community College Students Made a Difference in the Dominican Republic \_\_\_\_\_ by Brittany Budden

At Howard Community College (HCC) in Columbia, Maryland, Service Learning alternative break trips provide students the opportunity to travel to different communities and engage in direct service to benefit their host community. Alternative winter and spring break trips strive to promote a life-long service ethic by encouraging students to examine their roles in the community.



*Kwame Ritter reading to students.*

On January 15, 2011, six students and two faculty advisors flew from Baltimore, Maryland to the Dominican Republic to participate in a week of service on this year's alternative winter break trip. The group traveled to the rural and impoverished city of Monte Cristi where they volunteered at the Hope of a Child Orphanage with the non-profit organization, Orphanage Outreach. While at the orphanage, the group taught English to elementary school students attending a public school in Monte Cristi. Being able to speak English is a valuable skill in the Dominican Republic as it opens up greater employment and educational opportunities for individuals in the future. Learning English is a requirement of the public school system in the Dominican Republic; however, in rural areas there is usually only one teacher for numerous schools and students may receive as little as one English lesson a month. The alternative breakers from HCC helped meet this community need by volunteering in eight different classrooms at a single school. Using a variety of interactive and engaging activities, they taught over two hundred elementary school students English vocabulary words. The volunteers were responsible for creating lesson plans, developing instructional materials, teaching children and maintaining a learning-focused classroom environment. In addition, they provided recreational activities to the forty children, ages three to twenty, living at the orphanage where they stayed. This was the first time in a developing country for many of the Howard Community College students, who commented that the experience changed their life perspectives.

## An IED's Reflection on Study Abroad in Japan... \_\_\_\_\_ by Taryn Gassner

The recent earthquake and tsunami in Japan has led me to reflect on my own experience with the nation, its impact on my life, and the importance of study abroad. Like most in the international education field, there was one formative experience that sparked my passion for international travel and cross-cultural understanding. For me, it was traveling through Japan with a school group when I was 12 years old. I was unequivocally moved by the kindness and generosity of the Japanese people, and especially by the loving tributes and stories of adversity through horror at the Hiroshima Peace Memorial Park and Museum. Through a succession of small teachable moments during this experience, my world opened up from suburban New Jersey to a wider, more meaningful stage.

I returned to Japan twice to live—first for a six-week home stay and summer semester in Tokyo, and then again after college for two years as an Assistant Language Teacher (ALT) with the Japan Exchange and Teaching (JET) Programme. During my time with JET, I split my weeks between seven elementary schools in my district, working with Japanese teachers to develop English curriculum and co-teach lesson plans. It brings a smile to my face when I think about the role of the “teacher,” especially in the international setting. My evenings and weekends were filled with community events, teaching neighbors about the United States, participating in workshops and festivals, and exploring the country. In retrospect, work was rewarding, but my most valuable lessons were learned from 8-year-olds on the hopscotch course or doing crafts with Japanese neighbors at local street festivals and community celebrations.

I reflect on my personal opportunities in study abroad and am thankful for those who supported my passion to explore the world and learn about other cultures: a faculty member from rural Tennessee who saw the value in studying Japanese; an advisor who helped arrange my courses to graduate with a focus in Asian Studies even though I was an English major; a financial aid advisor who assisted me in identifying additional loans to make the experience possible.

Now, as Director of International Education at Delaware Technical & Community College, I strive to help students see the possible in what may seem impossible, and to demonstrate to them the increasing importance and context of global understanding in this interconnected world. The horrible tragedy in Japan has made me take a moment from my busy day-to-day schedule and reflect on the importance of the work we do, and the value of the individual experiences of students and local citizens who connect during the study abroad experience. I hope that the many students studying abroad this summer, whether short or long-term, will feel that same connection with a specific place and people, shape the paths of their lives around it, and forever weave the global fabric of the world for the better.



## Women's India Trust

by Dianne Lewis

Salt Lake Community College is blazing new trails in international/local education partnerships. College representatives are laying the foundation for new and expanded partnerships between SLCC and Indian businesses and schools. The college's Women's Business Institute (WBI) and Women's India Trust (WIT), a non-governmental organization based in Mumbai, India, are in the third year of a partnership to provide Indian women with skills and literacy training. During a Feb. 4-13 trip, SLCC President Cynthia Bioteau and Karen Gunn, assistant vice president and dean of the School of Professional and Economic Development and the School of Applied Technology, met the third graduating class of WIT and created groundwork to help even more people.

"It was a humbling experience to see these women reach their goal," Gunn said of the graduation. All the women said how much they enjoy knowing they can be self sufficient and financially independent, Gunn said. She and Bioteau are committed to providing increased opportunities across the country and looked into several potential partnerships during their time in India. They visited Shivaji University in Wai to explore the possibility of expanding the partnership to that area with a focus on women, biotechnology and energy. Gunn said SLCC is looking into collaborating with Westminster College's existing literacy program in India to expand the program's academic and economic efforts. National research labs in the Indian state of Maharashtra are also interested in partnership opportunities.

The existing program in Mumbai gained international recognition this year with the receipt of the Godfrey Phillips National Bravery Amodini Award, which acknowledges work with women and went through a national selection process in India. During the annual training visit from college staff, the women take part in a 10-day entrepreneurial curriculum and practical exercises where they plan and run a small market booth selling handmade WIT goods. Gunn said they are discussing adding an e-commerce component to the visit in addition to creating service learning opportunities for students in Utah.

The work in India not only benefits Indian women by helping them learn the skills to create businesses, but it's also valuable to Utah students and residents. Salt Lake Community College is using the experience with WIT programs to help refugee communities in Utah learn marketable skills. WBI is also using the partnership to give SLCC students practical international business experience.

The Women's Business Institute wanted to expand its influence to provide opportunities for SLCC students as well as Indian women. To reach that goal, the college came up with International Community Marketing, a non-profit, student-run organization that benefits women in India and students in the United States. Danielle Lower, former WBI director, said the goal of International Community Marketing is to make the Women's India Trust Initiative self-funding instead of using corporate sponsorships to pay for training and outreach. They hope to soon receive non-profit status and begin the student collaboration.

"It ties everything in really nicely," Lower said. "It gives students valuable experience in social ventures and international business, gives us a chance to pay for the program and gives women in India access to a wider market."

Gunn said the program has been a tremendous undertaking that paid off in a better quality of life in India and Utah. "We've enabled women to be financial and social contributors to the economic stability of their communities," she said. "And our experience in India has helped create connections with our own underserved and refugee communities as we replicate those efforts locally."



*SLCC President Cynthia Bioteau with one of the graduates.*



—continued from page 22

## Snow College Raises Funds for Japan Relief

by Diane L. Ogden

It is a wonderful annual event that many members of the community look forward to each year. It is a great way for the students, the school and the community to come together. Food from Europe, Asia, South America, North America and Africa was prepared and sampled.

Normally, the funds raised from festival food sales barely cover the costs. This year, due to the disaster in Japan, the International Center faculty and staff felt that the festival would be a good opportunity to serve the community and make money to help the relief efforts in Japan.

Dennis Faatz, of the Snow College international center, spoke with the vice president of finance, who in turn spoke with the Development Office and found funds to cover the costs of the food and materials. The community opened up their hearts and wallets. A capacity crowd of 600 was in attendance and while the food ran out quickly, the evening was filled with excitement, entertainment and the exchange of cultural traditions. Nearly, \$3000 was raised for the Japan relief efforts. Snow College has had nearly 2000 Japanese students over the years, and currently there are eight Japanese students on campus.



## Bridging International Connections Indonesian, South African Students Receive Business Exposure

The Brainerd, Minnesota, Lakes Area Chamber has taken on a bit of an international flair over the past several months.

Thanks in part to an international scholarship program combined with a tremendous working relationship with Central Lakes College, two aspiring business majors are making connections through the Chamber's Member Outreach Committee.

Bradley Van Der Zandt, 22, of Cape Town, South Africa, and Jaka Mahendra, 23, of Probolinggo, East Java, Indonesia, have been in the Brainerd Lakes Area of Minnesota since August 2010 as part of the U.S. Department of State's Community College Initiative Program. The program is providing these two CCI students at Central Lakes College with opportunities for building global relationships that strengthen educational programs and promote economic development. All students were chosen to come to the United States on a scholarship to attend a community college and serve an internship in their respective communities in relation to leadership.



*Jaka Mahendra of Indonesia (left) and Bradley Van Der Zandt of South Africa are interns with the Brainerd (Minn.) Lakes Area Chamber during their CCI time at Central Lakes College.*

Bradley and Jaka are two of nine CCI students currently residing in the Lakes Area and attending Central Lakes College. Although unfamiliar to each other prior to August, both men shared a common interest in business. After arriving in Brainerd and visiting with CLC advisors, they were encouraged to connect with the Chamber to learn more about local business relationships, leadership and opportunities.

Jeri Hughes, Events Coordinator with the Chamber, said Bradley and Jaka attend monthly Chamber committee meetings and networking events to learn how businesses operate. "Basically we observe, take some notes," Jaka said. "Someday we'll be the guys making decisions in this kind of meeting."

Both men are already well on their way to reaching their business aspirations. Bradley has earned his Business Management degree in Cape Town. He plans to work in financial management. Jaka has his own business, an Internet café, in Probolinggo and hopes to reopen his shop after returning to Indonesia.

"I am amazed at how they've come into another country, can speak so well and adapt so well to our way of life," Hughes said. "They are really great guys!"