



POSTSECONDARY  
INTERNATIONAL  
NETWORK

# Newsletter

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**BAHRAIN**  
2015 PIN CONFERENCE

Bahrain Polytechnic | 1 - 6 November 2015



NOVEMBER 1 to 6 2015



ISSUE 2  
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# LAMBTON COLLEGE

## FEDERAL AND PROVINCIAL GOVERNMENTS ANNOUNCE \$20 MILLION FOR LAMBTON COLLEGE HEALTH CENTRE

Wednesday's announcement of \$20 million in provincial and federal funding for Lambton College's proposed new health education building was good news for the community, and a lesson in the value of tenacity. College president Judith Morris, who shared a hug with Sarnia-Lambton MP Pat Davidson following the announcement, said the college has been working on the project for approximately a decade, and officials had watched as other applications for government funding were turned down. "The road has been a long one, but it truly makes this announcement even sweeter," Morris said.

She thanked college and community officials who worked hard over the years to see the project move ahead, including Lambton County for its earlier commitment of \$5 million. And, Morris pointed to Davidson, "who found this tiny little window of funding for which we could apply, and then spoke to many, many ministers for us."

The money announced Wednesday will come from a Small Communities Fund, jointly funded by the federal government and the province. "There's always opportunities there," Davidson said following the announcement. "And it's my job, I think, as the MP to find those opportunities for the groups in my riding." Davidson said Lambton was one of only a few colleges to apply to the program aimed at helping communities of less than 100,000 residents pay for infrastructure ranging from highway work to waste management. "We were pretty fortunate," she said. Morris said college officials hope to begin construction in 2016 on what's officially being called the Centre for Health Education and Sustainable Care. That's expected to happen at the same time work begins on the college's proposed new \$12-million recreation and fitness complex. Lambton Warden Bev MacDougall presented Morris with a bouquet of flowers at the announcement, and said the college secured \$25 million in government funding, "at a time when everybody and their brother said, 'You guys won't raise the money.'"

The new centre is being designed to bring students, faculty and researchers together in one building designed to have state-of-the-art labs and learning spaces. Morris said the main college building dates back to 1972 and couldn't easily be adapted to the current needs of health programs. The new centre is expected to be built where greenhouses currently site, near the college's administrative wing "It will truly change the landscape of our college and will further position us as a provincial leader in

applied research and state-of-practice in health education," Morris said. On Monday, college officials launched a \$45-million capital campaign for the two building projects, as well as an equipment renewal program. On Wednesday, Morris said the health building project now only requires another \$1.7 million, expected to come from the fundraising campaign. "I'm very excited to see what's going to happen here," said Jim Burns, chairperson of the college board of governors. "I'm hoping in the spring we'll be able to get started and really move this whole community forward, and make the future of college students really bright." Morris told a crowd gathered at the college event centre for the announcement, "This really is a beautiful day."

Jim Burns, chairperson of the Lambton College board of governors, looks on as Sarnia-Lambton MP Pat Davidson speaks during an announcement on Wednesday June 24, 2015 in Sarnia, Ont., that the federal and provincial governments will each contribute \$10 million to help build a \$30-million Centre for Health Education Sustainable Care at the college. Paul Morden/Sarnia Observer /Postmedia Network



# LAMBTON COLLEGE

## LAMBTON COLLEGE OPENS CENTRE OF EXCELLENCE IN ENERGY AND BIO-INDUSTRIAL TECHNOLOGIES



Lambton College president Judith Morris talks about the Sarnia college's new Centre of Excellence in Energy and Bio-Industrial Technologies Thursday. The umbrella entity includes aspects of the college's applied research focus.

Years of work investing in research, partnering with bio-industrial start-ups and pushing for better student employability has led to an onslaught of programs and community connections at Lambton College, college officials say.

The 1960s-founded school that started as a training ground for potential Chemical Valley company workers, and to some extent still is, has evolved into much more, college president Judith Morris said Thursday. Beyond adding dozens of programs over the years, from nursing to social justice, the college has become an applied research hub, she said.

Students and faculty are developing better wind turbine blades and solar panels via the campus' sustainable smart home, and they're working on innovations for water and wastewater management, as well as new industrial uses for biological fuel sources, said Morris. Through it all they're partnering with bio-industrial start-ups across Modeland Road at the Western University Research Park, the Bio-Innovation Centre and others, she said, all while students gain real-world experience for their upcoming careers. "Our raison d'etre is jobs," Morris said. "Our raison d'etre is students."

The meshing together on Thursday of all that research, all those programs, was given a name as Lambton College officially opened its Centre of Excellence in Energy and Bio-Industrial Technologies.

The umbrella entity includes various laboratories, projects and researchers at the college and research park, but is primarily about community collaboration, generating jobs for graduates, and positioning the college as a national leader in education, innovation, applied research, and new developments for process industries, said Morris.

When it comes to developing instrumentation controls for things like wastewater management, no other centre in North America is competing with Lambton, she said. "We have been a leader in instrumentation and control for a long time."



Lambton College president Judith Morris helps unveil the Sarnia college's new Centre of Excellence in Energy and Bio-Industrial Technologies sign Thursday. The umbrella entity includes aspects of the college's applied research focus.

Having a research focus attracts highly-qualified teachers and professionals, as well as students, she said. That applied research and skilled workforce helps lay the foundation, she said, for bio-industrial companies to set up shop in Sarnia-Lambton.

"All of those things are designed to work together in symmetry to help create that engine that is going to drive forward that whole strategy for not only Lambton College, but the entire community," Morris said.

# LAMBTON COLLEGE

## \$45M EXPANSION PLANNED AT LAMBTON COLLEGE



Lambton College President and CEO Judith Morris updates community members on strategic plan. January 28, 2015 (BlackburnNews.com photo by Melanie Irwin) Lambton College wants to build two new facilities on campus within the next two years.

College President and CEO Judith Morris updated community members on their strategic plan at a breakfast event at the College Event Centre Wednesday morning. Morris says they've been working with the student union and have secured funding for a new recreation and fitness complex.

She says they're just awaiting the outcome of a \$20-million senior government funding proposal for a new centre for health education and sustainable care. Morris anticipates an answer this March or April. She says the new buildings will help keep students in Lambton County.

It's proposed both facilities be built adjacent to the college's current gymnasium. The cost of the two projects would total about \$45-million

### Special Note

#### Canberra Institute of Technology

*On behalf of PIN Members the Executive send their condolences to the Management and Staff of the Canberra Institute of Technology regarding the passing of their CEO Adrian Marron.*

*Adrian will be sadly missed.*

# SASKATCHEWAN POLYTECHNIC

## BUILDING RELATIONSHIPS WITH ULSAN COLLEGE

In October 2014 Saskatchewan Polytechnic (Saskatchewan, Canada) and Ulsan College (Ulsan, South Korea) signed a letter of intent to form a partnership to support students participating in employment, internships, work placements, visit programs and language courses at both post-secondary educational institutions. Building on this friendship, Dr. Anne Neufeld, Saskatchewan Polytechnic provost and vice president, Academic, met with Yeon Joo Lee, Ulsan



College Global Education Center director, in March 2015. They began preliminary discussions on opportunities for collaboration between the institutions.

Later this year Dr. Netha Dyck, Saskatchewan Polytechnic Dean of Nursing, met with Dr. Heo Jeongseok, president of Ulsan College, and Yeon Joo Lee while attending the International Council of Nurses

Conference in Seoul. Everyone was excited to talk about collaborative nursing opportunities. Dr. Dyck's visit included a tour of the Ulsan campus and discussions with Kim Soo-ok, Dean of Nursing. Dr. Dyck also met with Ulsan College nurse leaders and toured the Ulsan University Hospital. identified and will be further explored.

"Saskatchewan Polytechnic is very excited to build relationships with Ulsan College," says Dr. Larry Rosia, Saskatchewan Polytechnic president and CEO. "This is a very exciting opportunity for our students and faculty. We are thrilled with the initial steps taken on moving this relationship forward over the last year."

Saskatchewan Polytechnic is Saskatchewan's primary public institution for post-secondary technical education and skills training, recognized nationally and internationally for its expertise and innovation

## SASKATCHEWAN POLYTECHNIC REACHES MAJOR MILESTONE WITH SKILLS FOR EMPLOYMENT PROJECT IN UKRAINE

Saskatchewan Polytechnic has reached a major milestone with its Skills for Employment Project in Ukraine with the publication of 14 new industry-driven business administration textbooks and new learning resources. This project, funded by the Canadian government through Foreign Affairs, Trade and Development Canada (DFATD), helps business administration programs improve their skills training systems for partner schools in Kyiv, Lviv and Ivano-Frankivsk.

"Saskatchewan Polytechnic is pleased to share our expertise in developing employer-driven education for this unique and important project," says Dr. Larry Rosia, president and CEO. "Employers are partners in everything we do; we find this to be a winning combination. The Skills for Employment Project will help more people receive practical and relevant skills training to work in the private sector. The project has worked to ensure the skills training is accessible to as many people as possible in the targeted communities."

"Saskatchewan Polytechnic's experience in developing employer-driven school programming, and building strong institutional partnerships between training institutions and the private sector has been utilized throughout the Skills for Employment Project and been a key factor in its success," says Angela Wojcichowsky, director, International Projects.

With the guidance of seven Saskatchewan Polytechnic faculty members and external experts, business administration programs developed by the three partner schools are building and leveraging employer relationships to improve practical training and employability of students. Over 70 faculty and school managers have received training and workshops on skills training program development and delivery, employer-driven school management, gender equality and modern teaching methods.

# SASKATCHEWAN POLYTECHNIC

Cont.

The \$3.49 million [Skills for Employment Project](#) has made a significant contribution to skills training systems in Ukraine. Thirty of the project participants are now published authors of textbooks and learning resources. These learning resources will be utilized and replicated by many sectors across Ukraine. The project continues until 2016.

Saskatchewan Polytechnic serves 26,000 distinct students through applied learning opportunities at campuses in Moose Jaw, Prince Albert, Regina and Saskatoon, and through extensive distance education opportunities. Programs serve every economic and public service sector. As a polytechnic, the organization provides the depth of learning appropriate to employer and student need, including certificate, diploma and degree programs, and apprenticeship training. Saskatchewan Polytechnic engages in applied research, drawing on faculty expertise to support innovation by employers, and providing students the opportunity to develop critical thinking skills.



Skills for Employment Project  
Проект «Навички для працевлаштування»



# SASKATCHEWAN POLYTECHNIC

## SASK POLYTECH STUDENT WINS GOLD MEDAL AND BEST OF REGION AWARD AT SKILLS CANADA NATIONAL COMPETITION

What does it take to compete with the best and brightest students and apprentices in the skilled trades and technologies? Phillip Beug will tell you it's a combination of hard work, attention to detail and the ability to remain calm under pressure. And he should know. As a precision machining student at Saskatchewan Polytechnic's Regina campus, he brought home two medals at this year's 21st Skills Canada National Competition (SCNC) held in Saskatoon from May 27 to 30 at Prairieland Park.

Over 500 students and apprentices from all 10 provinces and three territories came together to compete in over 40 disciplines within six industry sectors. Thousands of spectators came out to watch the competitors test their mettle, including 2,800 students from local high schools. These visiting students had the opportunity to try their hand at trades such as welding, painting, pipe fitting, hair styling and construction thanks to the interactive Try-a-Trade® and Technology activities offered on site.

Beug competed in the precision machining category. He was tasked with creating two intricate parts from a set of drawings. One part was built with a mill and the other with

a lathe. He had 3.5 hours to construct each part as accurately as possible. As with all the competitions, Beug's work was evaluated by independent judges according to industry standards. His focus and exactitude paid off when he won the gold medal. "It was pretty exciting," he says. "I was pretty confident that I had won it and I guess I did."

If that weren't enough, he also triumphed in the Best of Region category for Saskatchewan — an accomplishment for those who earn the highest overall scoring in their province or territory.

When asked what qualities helped him bring home two medals, Beug says, "You have to be calm. You can't worry about the other competitors — they have to worry about their own projects. I'm pretty determined to get things right the first time. Attention to detail is important."

Emmet Jacklin, a machine shop instructor at Sask Polytech's Saskatoon campus, has seen the myriad benefits from his students' participation in the competition. "What I've seen from my students is a confidence boost

Jacklin adds that the competition is a great way to showcase in-demand trades people typically wouldn't be aware of. "A lot of people wouldn't know what a machine shop is or what a machinist does, so it's a great opportunity for the kids - and adults - who come to visit the competition to see what sorts of things happen in the trades. They'll learn that trades such as machining involve a lot of creativity and require a certain type of ability that some people may have an interest in."

By the end of the weekend, six Sask Polytech students had won medals, proving themselves to be among the nation's best in their respective categories. In addition to Beug, the other Sask Polytech winners included: Scott Walsh, Moose Jaw Campus, who won gold in the automation and control category; Bradie Reimer, Regina Campus, who won silver for graphic design; Dylan Spicer, Saskatoon Campus, who earned a silver medal for the steamfitter-pipefitter category; Kyle Ringrose-Hobbs, Saskatoon Campus, who won bronze in the industrial mechanic/millwright category and Ryan Blight, Moose Jaw Campus, who earned bronze for architectural technology and design.

As they enter the workforce, the valuable skills they've sharpened at the SCNC will give them an edge on the competition. That's certainly the case for Beug, who says, "It's pretty exciting to win a medal. It goes on your resumé and it looks good to potential employers."



# OTAGO POLYTECHNIC

## NEW HUB BRINGS HEART TO THE CAMPUS



The first phase of a new contemporary learning space was launched at Otago Polytechnic's Dunedin campus in February this year, as part of a new multi-million dollar campus upgrade.

"The Hub" provides a collaborative space for staff, students and the community to socialise and study. "We wanted to create an attractive and modern multipurpose collaborative space," says Mike Collins, Director of the Learning Environment and Service Excellence at Otago Polytechnic. "Our students expect contemporary facilities, with easy access to resources. We didn't just want to meet these expectations, but exceed them."

The Hub is equipped with a café, free wifi and student support services. It also serves as a multifunctional space for fashion shows, exhibitions, student work, digital signage, meeting rooms and computer suites.

The build process was a collaborative one, with local iwi, students and staff consulted on the design, landscaping and story of the building. The new space incorporates several reference points to Kai Tahu culture and history.

"The most important thing was to have the Kai Tahu story included rather than something that looked overtly Māori," says artist Simon Kaan, who was nominated by the Kaitohutohu office to develop ideas for the space. "Also of importance was creating a hub that felt open and relational, and reflecting a sense of journeying/hikoi."

By October this year, the project will be complete with an atrium developed to link The Hub to another main building on campus, where Customer and Corporate Services will be housed. An official opening of the new spaces will be held in February, 2016.

## On a journey from 'good' to 'great'

Recent Business Improvement initiatives enable Otago Polytechnic to compare itself with the best educational organisations worldwide.

Otago Polytechnic's Business Improvement team currently has five synergistic Business Excellence initiatives on the go – all centred on giving the institution the edge in a competitive education environment.

### The Performance Excellence Study Award (PESA) Framework

This framework, aligned with the internationally prestigious Malcolm Baldrige National Quality Award, is designed to help organisations achieve world-class business practices. It helps focus organisational efforts on increasing student and staff satisfaction, improving efficiency and effectiveness, and enhancing innovation and collaboration.

### Visual Management Boards

These physical or digital boards connect the daily work of individuals and teams throughout the Polytechnic – keeping everyone focused on the performance aspects needed to achieve the organisation's strategic goals.

### Performance Excellence Portal

This portal will provide staff with a 'one-stop-shop' for performance planning, tracking and improvement action – allowing staff to better connect with the information needed to more pro-actively manage their operations.

### Voice of the Customer (VOC) driven improvement programme

This programme invites students from a number of areas across the Polytechnic to give anonymous feedback about their individual experiences, in their own words – resulting in a significant number of improvements across campus that would not have occurred using only conventional survey methods.

### Lean Thinking Capability Building

This initiative focuses on building organisational 'lean capability'. It runs workshops that encourage staff to think differently, challenging and supporting them to apply lean thinking to real-life work opportunities.

Active, constructive and forward-thinking, Otago Polytechnic's Business Excellence initiatives provide greater customer value, foster a culture of transparency and accountability, and embed staff improvement capability. They encourage students and staff alike to take a positive role in the institution's future.



## A VISION FOR SUSTAINABLE FASHION DESIGN

Designing beautiful garments that don't damage the environment or encourage waste is possible – and Otago Polytechnic Fashion Design Student, Ariane Bray, is basing her designs around this philosophy.

For Ariane, creating a fashion collection is about more than just designing clothes for the catwalk.

“The wearability of clothing beyond the catwalk is crucial to me,” she explains, “as is reducing waste and using a sustainable approach to design, construction and fabrics. The aim is to slow consumption, resulting in more refined and timeless clothing.”

Ariane admits that she has a ‘complex relationship’ with the fashion industry. “I find fashion compelling, yet have a strong belief that the frivolity of our mass consumption is vulgar and obsolete.”

Her collection ‘Humming Wires’ began with the project brief, ‘Visionary’, which encouraged creative freedom and innovative practices. This project was the perfect opportunity for

Ariane to weave creativity with her sustainability philosophy. To this end, she chose a design process that advocates minimal fabric wastage, as it uses the whole width of a fabric – subtraction cutting.

Sustainability in fashion design is an on-going process. In Ariane's first attempt at sustainable design through subtraction cutting, she did not try and make her designs ‘zero-waste’. However, the practice allowed her to reduce waste significantly, compared to flat pattern making. Along the way, she also discovered that taking a sustainable approach increased, rather than hindered, her creativity.

Ariane intends for her designs to be wearable in day to day life and adaptable to multiple styles. “I strive against transient, fast fashion. Each of my garments can be worn in various ways, giving them great adaptability.”



## NEW PROJECT PAVES THE WAY FOR LEARNER SUCCESS



Otago Polytechnic has taken the metaphorical bull by the horns, embarking on an ambitious and innovative project to ensure learners have the best chance of success.

“All of our learners deserve to succeed, but currently 18 per cent who enrol do not, and in some programmes, 25 to 40 per cent,” says Professor Sally Pairman, Director of Teaching and Learning at Otago Polytechnic. “This has been the case for several years, which tells us we need to change.”

The Designing for Learner Success project (D4LS), which began in March 2015, brings together a cross-organisational team to implement a three-year programme redesign project, with the goal of developing a more engaging and student-centred approach to learning and teaching.

“All on-campus programmes will be designed for blended delivery with increased online engagement, authentic work experiences and student-managed learning time,” says Professor Pairman.

“Our graduates must not only have the skills and knowledge of their chosen vocation, but also be capable, future focused and work ready. This learning design process is about ensuring our graduates are the most sought after in New Zealand.”

A second driver for the project is to help address workload issues of academic staff by helping them identify pathways for more development time by taking a more efficient approach to teaching.

The D4LS project team is currently working with 15 programmes – four of which will be ready for delivery in February, 2016.

## Online hub creates one-stop-shop for students

The issue of sending students to multiple locations to find information online – and requiring them to remember multiple user names and passwords – has now been resolved with the launch of Otago Polytechnic’s online student hub. An extension of the main corporate website, the hub provides personalised home pages for each student, where they can update their personal information, access their emails, timetables and online course information, and receive messages targeted to them.

Marketing and Communications Manager Nicola Mutch, who oversaw the project along with a team of stakeholders from across the organisation, says the development finally means the Polytechnic has solutions for many of its communications challenges.

“We wanted to share information with students, from letting them know the results from surveys and feedback through to the fact that the Polytechnic might be closed due to snow. There was really no central location we could be sure students would be accessing to put these messages in front of them.

“So on one level it was about intercepting students on their way to Moodle. But in doing so, we were able to address a whole range of other issues, like creating a more user friendly process for them to update their details, or see at a glance if they have any photocopying credit left.”

At the heart of the development was achieving the zenith of “single sign-on” to email, moodle and the student management system, she says. “Once we managed that we could integrate our systems and vastly improve the user experience of our students. We worked with students throughout the development, and the feedback we’ve had so far has been extremely positive. They seem to love it.”

## CENTRAL COMMUNITY COLLEGE CHORUS PERFORMS IN GREECE

Spectrum, the premiere vocal ensemble at Central Community College-Columbus, joined other choruses to perform several major works at the Festival of the Aegean in July on the Island of Syros, Greece.

The annual event attracts performers and audience members from across the globe. In addition to performing with Spectrum, Eryn Hemmer, CCC 2015 theatre graduate, was selected to sing in the chorus for the festival opera, "Medea."

During the trip to Greece July 7-22, Spectrum also performed at the Apollo Theater, with works of Mozart, Beethoven and Fauré, and a solo concert of varied repertoire at St. Nicholas Greek Orthodox Cathedral on Syros. They were joined by choruses from Nebraska Wesleyan University, Western Nebraska Community College and from Athens, Greece.



# CENTRAL COMMUNITY COLLEGE

## CENTRAL COMMUNITY COLLEGE DEVELOPING PRECISION AGRICULTURE PROGRAM

As befitting its location in rural Nebraska, Central Community College is developing a new precision agriculture program.

The program will teach students how to use new technology to achieve precise results, according to Dr. Nate Allen, dean of business, skilled and technical sciences. It is designed to help long-term displaced workers who need to update their skills, but it also will benefit other students interested in the field.

Funding for the program came in the form of a \$2.5 million Trade Assistance Adjustment Community College Career Training (TAACCT) grant that was awarded to the college by the U.S. Department of Labor in September 2014.

"This was the fourth round of TAACCT funding," Allen said. "CCC applied for consortium projects with the other Nebraska community colleges in rounds one, two and three. This is our first individually funded project."

The grant is being used to develop the Nebraska Precision Agriculture Center of Excellence (N-PACE). An associate of applied science degree, diploma and certificates will be offered, and laddering to four-year degree programs will be available.

The curriculum will align with industry standards, Allen said. After students have completed required classes, they could then branch out into specialty fields such as crop science, livestock production and agribusiness. Components of precision technology also will be integrated into current curriculum as well as in the development of new curriculum. "This will allow curriculum to cross programs," Allen said. "We'll also be offering courses for business and industry."

Partnerships with other institutions with similar programs, such as Southeast Community College in Beatrice and Lake Region State College in Devils Lake, N. D., are expected to draw students to N-PACE from beyond CCC's 25-county service area.

**2015**

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# NORTHEAST COMMUNITY COLLEGE

## CELTIC EXPERIENCE TO IRELAND AND SCOTLAND RESULTS IN UNIQUE PERSPECTIVES AND INTERGENERATIONAL

It isn't every day that a U.S. citizen gets to speak with political prisoners from the days of the Irish "Troubles," but that is one of the many unique experiences for 24 students and three faculty leaders from Northeast Community College in Norfolk, Nebraska. The group, part of Northeast's growing Global Opportunities initiatives, traveled as part of the Celtic Experience, a semester-long three-credit hour class during which students were immersed in everything Irish and Scottish, culminating in a 14-day travel abroad to those countries. During each class meeting, students practiced Gaelic phrases and then studied some aspect of the countries they were to visit --- their histories, social make-ups, political upheavals, topography, and the like. Students also learned the nuts and bolts of travel, such as how to get a passport, how to pack, TSA regulations, and how to go through customs.



One of the faculty leaders, Mary O'Boyle, is a native of Northern Ireland and provided intimate details of the dangers she and her family faced during the Catholic and Protestant conflicts during the days of the "Troubles." Through O'Boyle's connections, the Northeast students had opportunities that the average tourist could only dream about.

"Being allowed the opportunity to meet with officials from both sides of the Catholic and Protestant conflicts was the most interesting and challenging for me," said Kaye Levi, one of the student travelers. "In their capacities, they are constantly restructuring and negotiating. It has reminded me that life is a constant negotiation, no matter where we live or what path our lives take."

Gary Timm, an instructor of history and political science at Northeast Community College, participated as a student traveler on the Celtic Experience. He, too, cited the visit with the Irish dignitaries as a highlight of the trip because of what it demonstrated to the more traditional students in the group.

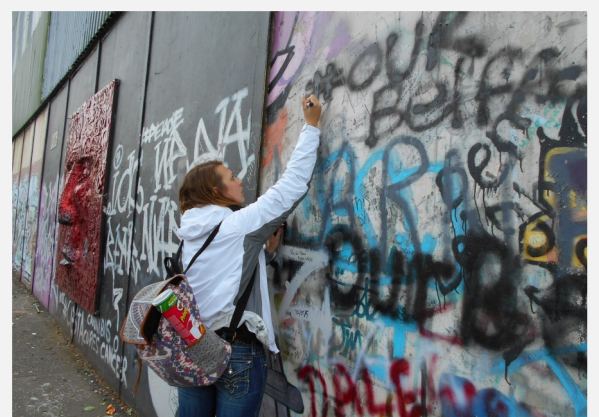
It showed that everyone can communicate in a civilized manner, even with people you do not know, even with people with seemingly different values than your own."

The Celtic Experience is Northeast Community College's third large group faculty-led study trip for students. Previous travels have taken students to England, France, Spain, and Italy. This trip, however, was different from those other travel experiences in that it was comprised of almost as many non-traditional students as traditional students. Ages for the student travelers ranged from 18 years of age to 71 years "young." Travelers included spouses, a mother-daughter, and a grandmother-granddaughter combination.

"As the tour progressed, it was amazing to see the age differences disappear and true friendships develop without regard to age or status," said Kate Trindle, an instructor of history and geography at Northeast and one of the three faculty leaders on the trip.



Levi, who was one of those non-traditional students, stated that "the young adults were so accepting of me. They are taking on this world, to make it a better place, to understand diversity, and to accept how much all of us are more alike than different."



# TAFE QUEENSLAND-BRISBANE

## INTERNATIONAL STUDY TOURS

TAFE Queensland Brisbane, in partnership with Global Education Skills Alliance (GESA) has successfully led three study tours abroad for students across Fashion, Millinery and Visual Arts. GESA was established in 2013 as a not-for-profit education consortium to assist education member institutions strengthen their strategic partnerships locally and internationally through study abroad opportunities.

One of TAFE Queensland Brisbane's recent fashion study tours to India has proven invaluable to both students and staff. The tour, organised with the National Fashion Institute of Technology (NIFT) Gandhinagar, enabled the group to explore the Gujarat District which is renowned for handicraft and textiles that reflect its rich cultural heritage. Intricate silk weaving, finely tie-dyed fabrics, block printing to beadwork, delicate embroidery and natural resist dyed and printed cottons had the group captured.

The group also had the opportunity to visit local artisans at work in their homes, source and sample local fabrics at the markets for their collections

back home and also visited leading Ahmedabad based clothing exporters such as Avadat Apparels. Staff and students enhanced their industry networks, learnt new skills and were inspired by the vibrant Indian culture.

Due to the success of the study abroad program, future programs include Hospitality to Switzerland, Fashion to Hong Kong and Business to Chile. Planning is also underway to launch 14 study abroad programs in 2016 to further extend across the areas of Building Design, Civil Engineering, Accounting, Events, Travel and Tourism, IT, Sport and Rec, Children's Services, Nursing throughout East Asia; Europe and North and South America.



# GEORGE BROWNE COLLEGE

## INTERNATIONAL PARTNERSHIPS AT GEORGE BROWN COLLEGE

George Brown College is committed to producing graduates who are prepared for the international workplace and faculty who advance an intercultural perspective. That's why the college has built partnerships with institutions from around the world. Listed below are a few of the education institutions across the globe where George Brown has student mobility including articulations, staged pathways, and credit transfer agreements, both inbound and outbound

### **Australia**

Griffith University

### **Brazil**

Centro Universitário Senac

### **China**

Guilin Institute of Tourism

Shanghai Institute of Tourism (SIT)

Shanghai Urban Construction Engineering School

Shanghai Urban Management College

Suzhou Advanced School of Early Childhood Education

### **Cuba**

Instituto Cubano de Amistad con los Pueblos (ICAP)

### **Denmark**

Copenhagen School of Design & Technology (KEA)

### **France**

Ecole Nationale Supérieure de Pâtisseries

Ducasse Education

### **India**

MIT Institute of Design

Manipal University International Institute of Hotel Management

Chitkara University

Tata Institute of Social Science

### **Italy**

ALMA Secoli

### **Jamaica**

Jamaica Foundation for Lifelong Learning  
Shortwood Teachers College

### **Japan**

Kansai Gaidai University

Nagoya Gakuin University

### **Korea**

Jeju National University

Kyung Hee University

### **United Kingdom**

Edinburgh Napier University

Manchester Metropolitan University

University of Sussex

### **United States**

Harrisburg Area Community College

George Brown's approach to international partnership development, as outlined in the college five-year International Strategy, is to engage in sustainable, long-term partnership activity as the anchor to academic internationalization. This aligns with the college 2020 Strategic Plan commitment to innovation, field placements and partnerships and supports the priorities of the college 2013-2016 Academic Plan to expand pathways to further education within and beyond the college, foster innovation in teaching and learning, advance experiential learning across the college, and nurture continuous professional development among faculty.

# GEORGE BROWNE COLLEGE

cont.

International partnership development activity is anchored in our co-location approach, which helps to improve support for students and faculty abroad, and is clustered in 4 regions of the world – India, China, Western Europe and the Caribbean. Selection of partners is driven by divisional needs and consideration is given to academic alignment, brand standing and potential for multi-disciplinary expansion.

George Brown also forges industry partnerships with leading organizations around the world and across several occupational fields to provide students with international field education opportunities.

All of this translates into furthering opportunities for global exposure for George Brown staff and students. An excellent example is that of Joao Paulo Guedes, who spent two months working at contemporary fashion label Shantanu & Nikhil in Delhi, where he worked on one of the country's biggest fashion events, Bridal Fashion Week. "Understanding other cultures is essential in fashion," Joao says, "because it allows you to identify trends and promote yourself in other markets." Since returning to Canada, he has created his own menswear collection, landed a job at outerwear powerhouse Canada Goose and continued to work with a designer he met in India. He has gone on to win the Emerging Menswear Design Award at the Toronto Men's Fashion Week. Empowered by the skills he learned in class and the experience he gained abroad, Joao has made a bold entrance into the world of fashion.





# OLDS COLLEGE

## OLDS COLLEGE RECOGNIZED AS APPLE DISTINGUISHED SCHOOL

Olds College's dedication to mobile learning has resulted in a very prestigious honour, bestowed upon us by Apple as we are recognized as an Apple Distinguished School. This recognition is based upon the integration of the Apple iPad into everyday learning. Every student enrolled in a full time program at Olds College uses an iPad in their program, and to complete the core course, *Spirit of Entrepreneurship*. The Apple Distinguished School designation is reserved for programs that meet specific criteria for innovation, leadership, and educational excellence, and demonstrates Apple's vision of exemplary learning environments.

"Olds College is proud of our innovative and creative spirit when it comes to educational delivery," notes Dr. (H.J.) Tom Thompson, President of Olds College.

"Taking a progressive approach has allowed us to implement an iPad student learning environment as just one of many technological innovations we have undertaken to position Olds College as a premier education destination in the country."

The selection of Olds College as an Apple Distinguished School highlights our success as an innovative and

compelling learning environment that engages students and provides tangible evidence of academic accomplishment. By engaging our students using our gamified approach and enhancing the learning process, as our instructors offer more of their course using technology, such as the iPad, we are able to ensure our graduates will be best prepared for the work force that awaits them upon graduation from Olds College.

"Our Faculty members are deeply committed to engaging our students in a meaningful way," notes Dr. Jason Dewling, Vice President of Academic and Research. "It is this motivation that propelled our faculty to adapt to the 'digitally born' and make the necessary adjustment to deliver an education experience that optimizes the use of mobile devices. Simply put, the iPad led the transformational change in the way we engage our learners."

Olds College is known for practical, hands-on learning, and the iPad is the new hands-on way to learn. Thanks to our 1 gigabyte bandwidth, and the use of iPad in our classrooms, instruction has become more inquiry based, learning activities have become more individualized, and collaboration has been implemented which allows for enhanced learning opportunities for our students.

**2015**

***PIN Conference Bahrain***

***Register Now***

***<http://www.pinnet.org>***

# PIN EXECUTIVE COMMITTEE

MEMBER -DR. JOSEPH SERTICH

## FREE COMMUNITY COLLEGE TUITION AND THE FUTURE OF ACCESS

Some of you may have heard that there is a proposal under consideration in the United States that is getting much attention by the White House as well as higher education institutions and students. I've had the opportunity to moderate a College Presidents' Panel at the Stennis Institute of Mississippi State University and will be making a presentation at the Rural Community College Alliance Annual Meeting in Reno, Nevada. The big idea presented was rolled out in the press with this article:

*By THE ASSOCIATED PRESS Friday, January 9, 2015, 09:00 a.m. WASHINGTON (AP) — President Barack Obama wants publicly funded community college available to all Americans, a sweeping proposal he argues would strengthen the U.S. workforce. The initiative's price tag has yet to be revealed, and it faces a spending-averse Republican Congress. The White House said Obama wants to make higher education as free and universal as high school by covering enough tuition to get students who keep their grades up an associate's degree or halfway to a bachelor's. "Put simply, what I'd like to do is to see the first two years of community college free for everybody who is willing to work for it," Obama said.*

This proposal has called into question a variety of related issues about access and requirements for a program like this to work. The White House has continued its advocacy and Congress now has a bill to partner with states to see if support is possible for this major initiative. We'll stay tuned for both the discussion of issues as well as the steep uphill climb this faces in Congress.

Dr. Joseph Sertich – PIN Executive Committee Member

Founding President of the Northeast Minnesota Higher Education District

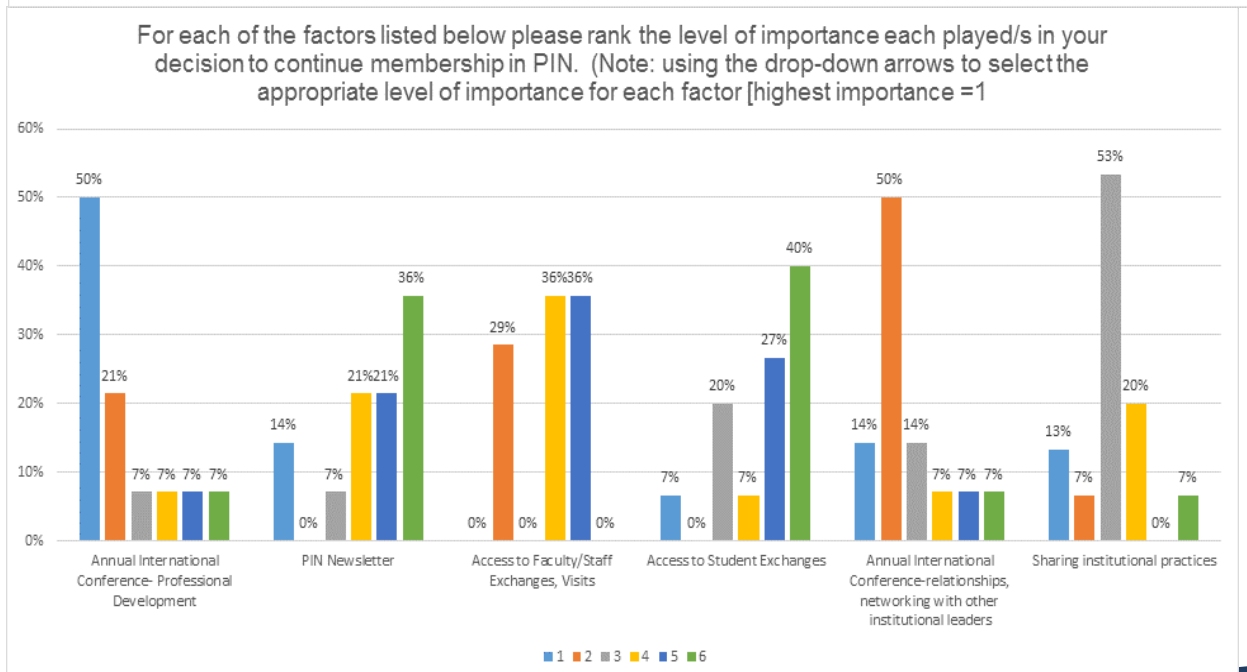
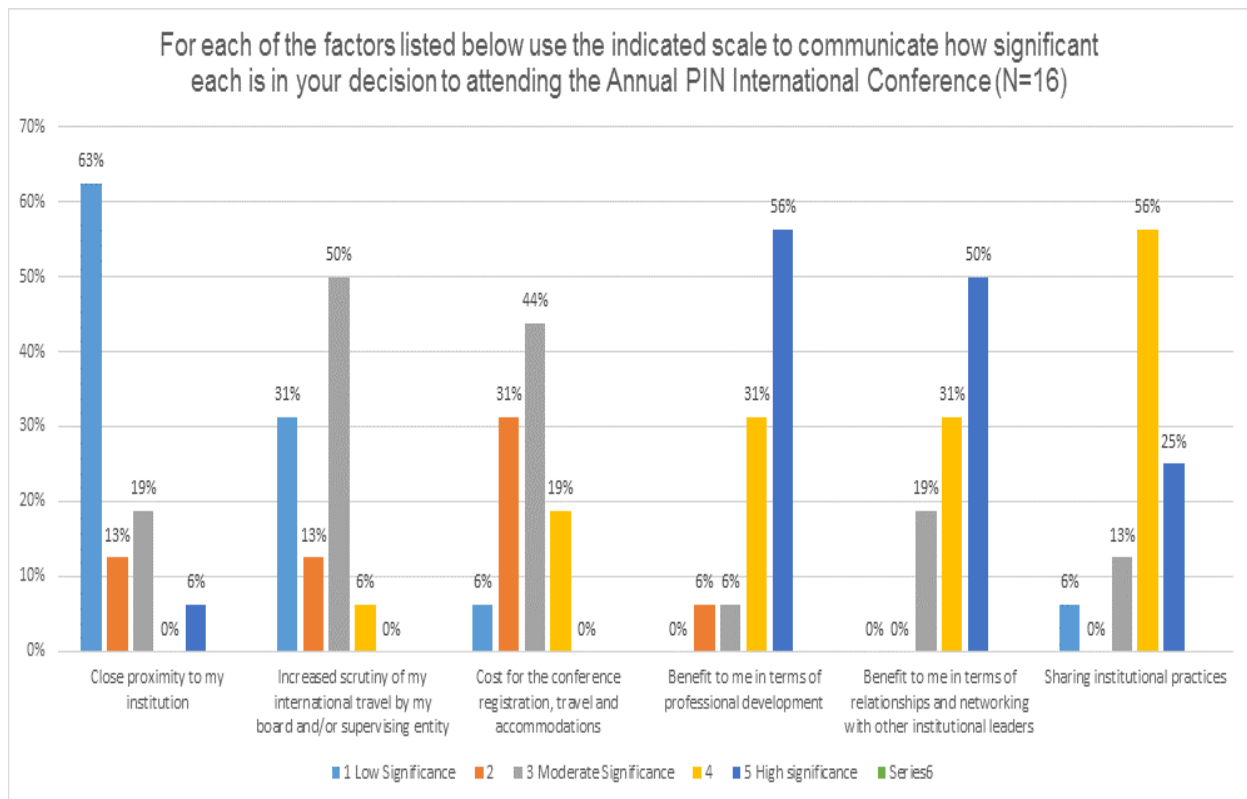
President and CEO of Sertich Consulting

Chisholm, Minnesota

# PIN EXECUTIVE COMMITTEE

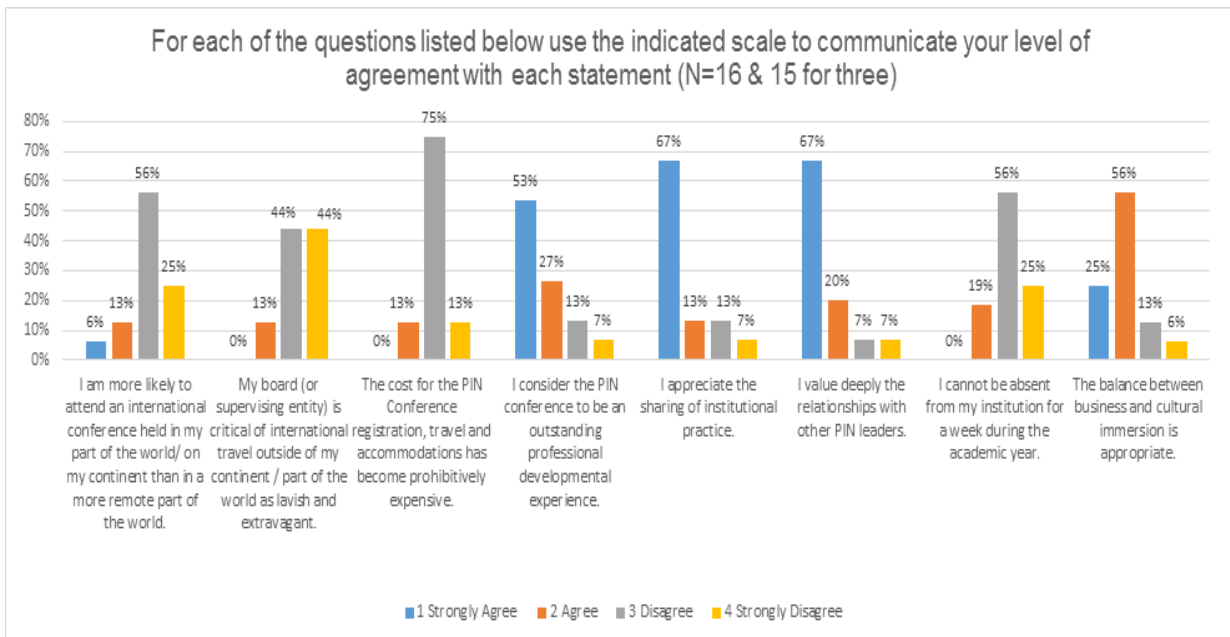
## 2015 SURVEY RESULTS

The PIN Executive published a survey in June to provide an opportunity for PIN Members to input into the structure of future PIN Conferences. The questions were focussed on a range of challenges that have been discussed with some members of the PIN Executives informally. The aim of the survey was to ascertain if these concerns were widely felt or specific to institution. Thank you to those of you who took the opportunity to provide feedback to your Executive.

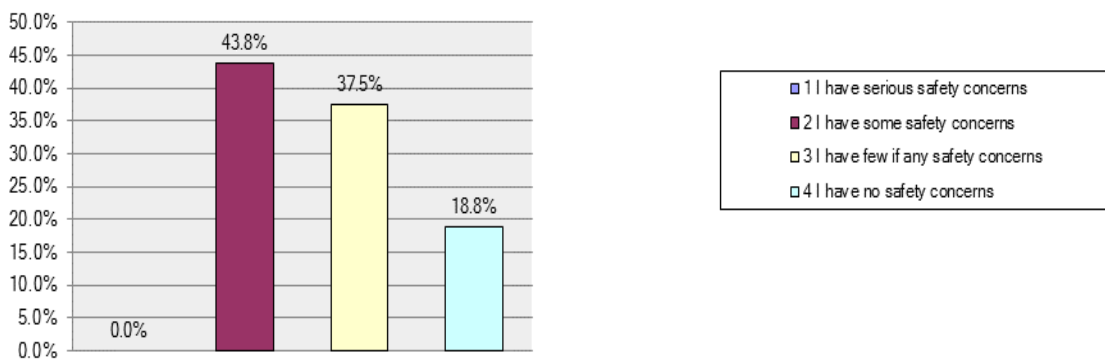


# PIN EXECUTIVE COMMITTEE

## 2015 SURVEY RESULTS



Using the options listed below please indicate your level of concern for safety when you are traveling outside of your home continent/country. (N=16)



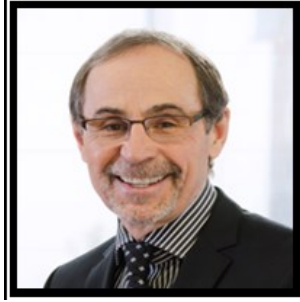
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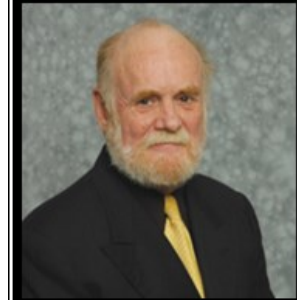
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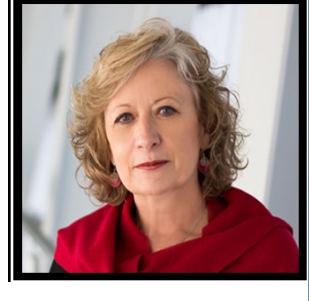
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