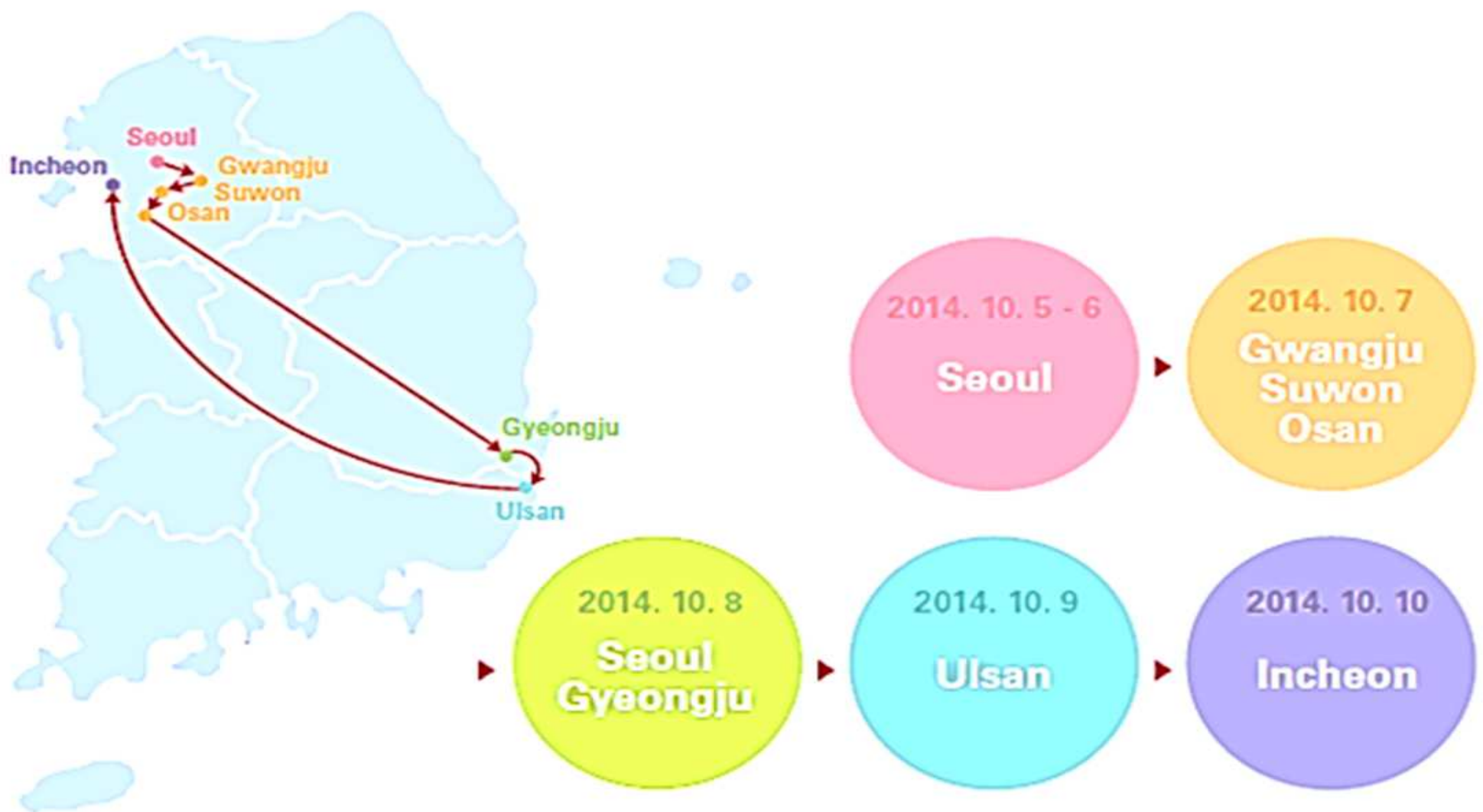




2014 CONFERENCE IN KOREA 5th-11th October, 2014

Focusing on

“Innovation, Convergence, Collaboration”



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ANNUAL PIN CONFERENCE 2014-KOREA

The PIN 2014 Korean Conference to be held from October 5 - October 11, is the first PIN conference to be held in Asia. Three Postsecondary institutions - Tongwon University, Ulsan College and Incheon JEI University - are serving as the hosts. The PIN host institutions represent very high performing institutions of postsecondary technical education. All three of them are participants for the Korean Leaders in Industry - University Cooperation. The partnerships of Tongwon University, Ulsan College and JEI University (e.g. Hyundai, Heavy Industries and the Korean Ministry of Education) provide examples of public-private partnerships. (See www.pinnet.org to access the conference website).



South Korea has risen from the ruins of the Japanese colonial era and the Korean War to become one of the world's top ten economies. The high quality of education, including post-secondary education, has played a pivotal role in this economic ascendancy.

Tongwon University, founded in 1996, is located near Seoul and currently enrolls about 3500 students in 22 departments with 8 majors in 6 divisions. In addition to a strong academic infrastructure, Tongwon University possesses the latest in research facilities. The University has received the designation of Education Quality Assurance from the Ministry of Education.

Ulsan College was founded in 1973 based on an agreement between the Republic of Korea and the United Kingdom. A major sponsor of the College has been Hyundai Heavy Industries, the world's largest shipbuilding company. Currently more than 5000 students study on the East and West campuses of Ulsan College. The College has eleven programs and focuses on an engineering certificate system. Ulsan College has been designated as a World Class College by the Ministry of Education, joining a group of best performing colleges in curriculum innovation.

Incheon JEI University, founded in 1970, is sponsored by the JEI Corporation. The University is the first college in Korea to freeze and reduce tuition. JEI University was also designated as a World Class College by the Ministry of Education. In 2013 the University ranked first among 2-year colleges in the metropolitan area with a 70.2% graduate employment rate.

THE HIGHLIGHT OF PIN MEMBERSHIP - THE ANNUAL CONFERENCE

Each year PIN makes a conference available to its members which serves as the annual highlight. The 2014 PIN Conference-KOREA continues in this tradition. The three host institutions (Tongwon University, Ulsan College, and Incheon JEI University) will provide conference registrants a chance to experience three different locales within South Korea. (See www.pinnet.org for conference details.)

Unlike most conferences, the PIN conference registration covers most meals, travel between sites and admission to most cultural experiences. PIN's companion program track is another unique benefit. PIN's annual institutional membership remains at \$750 which is also the amount of the discount for one representative from each member institution. Early registration fee for conference registrants and companions is \$1200 and extends from July 31st - late August. After late August, standard registration is \$1400. (See website for precise dates.)

This year's PIN conference will also include two new structural features in the program. The early registration fee for conference registrants is \$1,200 and extends from July 31st-August 29th. Beginning August 30th, standard registration is \$1,400.

BAHRAIN POLYTECHNIC TO HOST PIN 2015 CONFERENCE

As part of its goal to improve and expand the means by which the technical/community further education colleges serve their own communities within an international setting, the Postsecondary International Network (PIN) has been hosting conferences since 1979, when the first of these was held in Minneapolis. These conferences provide a forum for discussing the many challenges that face postsecondary education and over the ensuing 35 years many different topics have been canvassed, ranging from leadership to innovation, convergence and collaboration, the theme of this year's conference in Korea. In an effort to improve curricula to prepare students to live in a global society, these conferences have been situated across many different countries, mostly in the West. For the first time this year members will share the experiences with their far Eastern counterparts in Korea, and in 2015 it is planned to build on this with a conference themed round cultural context being hosted in the Kingdom of Bahrain in the Arabian Gulf.

Established to fill a gap in the market for applied professional and technical graduates, Bahrain Polytechnic was opened in 2008. It offers career focused programmes to produce professional and enterprising work-ready, graduates and it is the only polytechnic in the Kingdom of Bahrain. Underpinned by the values of excellence, learning and innovation, Bahrain Polytechnic's Vision is to become a "world class provider of applied higher education" and to deliver on its Mission of producing "professional and enterprising graduates with the 21st Century skills necessary for the needs of the community locally, regionally and internationally."

Bahrain was one of the first in the Gulf region to discover and capitalise on its natural oil wealth. However depleting oil resources and the need to become globally competitive have forced it to

diversify the economy in order to maintain sustainable growth. The Kingdom of Bahrain's national strategy, *Bahrain Vision 2030* is a bold strategic plan created to provide the way forward. It is predicated on a more highly skilled labour force, and identified the need for radical educational reform to create an effective education system, relevant to today's global labour market. The Polytechnic is one of the key initiatives arising from this plan.

Bahrain Polytechnic recognises the value international association brings to the institute. The 2015 PIN Conference will provide a forum for raising critical issues that affect many member institutes, such as the impact of technology on teaching and learning practice, and economic trends and development on curriculum design and strategies of delivery. It will provide the opportunity for leaders from member organisations to 'rub shoulders' with Senior Managers from Bahrain Polytechnic and possibly other institutions within Bahrain, to share problems and learn from their experiences.

Bahrain Polytechnic is looking forward to welcome its international guests in October 2015.

(The translation of the Arabic writing on the image is "Our Country.. Our Future".)



PIN REACHES OUT

For this year's annual conference, PIN is launching a "try PIN and see" initiative. As part of this initiative is an invitation to the 16 member Board of Directors of the Community Colleges for International Development (CCID). Member presidents are encouraged to invite non-member presidents to attend. Our three South Korean host institutions (Tongwon University, Ulsan College and JEI University) are inviting South Korean colleges and universities to attend session on day two of the conference as affiliates.



PROFESSIONAL ORGANIZATIONAL DEVELOPMENT ACTIVITIES AT PIN CONFERENCES

In PIN's "Document of Understanding, Article 1: Purpose" states as follows:

"Engage our senior executives through high quality relationships to bring international understanding and cooperation to improve outcomes for learners."

To that end, the PIN Executive has created a standing set of professional, organizational development activities for the 2014 Conference, as well as other future conferences.

Below are the four professional organizational development sessions proposed. These sessions were approved by the PIN Executive Committee at its September, 2013 meeting.

1A) Rolling Roundtables: Members Speak

This was proposed as an initial session at the beginning of the conference. The "Rolling Roundtables: Members Speak" is designed for up to 5 minutes for each delegate to stand, introduce herself/himself and address the following five topics:

- Indicate your interests. What would you like to learn more about at the conference to take back home?
- Indicate potential contributions to other members' needs you might make.
- What types of partnerships are you looking for? What could you bring to a partnership? (Added in the March Executive Committee discussion.)
- Identify new initiatives at your institution. Identify if there are ways for other institutions to join.
- Identify if you are aware of compelling breakthroughs occurring in any institution or country that may benefit other PIN members.

(These items could be incorporated into the PIN Institutional Member Sharing Site on the PIN website.)

Following the conclusion of the Rolling Roundtable, we will mention that, near the end of the conference, delegates will be asked to identify a minimum of two items they will take home for possible implementation.

1B) Reception

Following the conclusion of the "Rolling Roundtables: Members Speak," a break would occur. A social reception (the details decided by the host institutions) could be held. Delegates could converse with each other about comments made during the "Rolling Roundtables" session. Companions would also be welcome at the reception.

2A) CEO/Presidential Panel

The CEO/presidential Panel would be created of five PIN members with a representative from each country. Each panel member presents for ten minutes on the key strategy/policy issue facing their country, as well as how their institution is responding to that issue. A question and answer session of 15-25 minutes would follow.

2B) Current Issues: Breakout Sessions

The next session could be "Current Issues: Breakout Sessions" (2B). Delegates break out into small groups of 3-5 individuals. Each delegate identifies her/his own key strategy/policy issue for his institution/country and the institutional response. Delegates can draw upon the panel presentation to select an issue or select a new issue. After a 30 minute conversation, delegates come back to the large group for 15 minutes of sharing.

3) Showcase Sessions

The "Showcase Sessions" invite members to share specific examples of innovation and good practice at the institutional level. Ten minutes or less are allotted for each institution presenting. A particular focus on international programs or executive development is welcome. No proposal is required in advance. (This is in contrast to the "Delegates' Presentation" where a proposal in advance is required. The presentation format should be set as 15-20 minutes of presentation with 10-15 minutes of question and answer within a half hour total.)

4) Identify and Share

This "Identify and Share" 4 session is intended as an activity near the conclusion of the conference. If possible, this session could occur prior to the PIN Business Meeting on the last conference day. It would last about 45 minutes.

This session focuses on "take away" items which delegates will take home for possible implementation. This would be shared initially in small groups of 3-5 delegates. Highlights are then reported out in a large group sharing. These implementation items could be connected to an Individualized Development Program and/or to the Action Plan/Strategic Plan for the delegate's postsecondary institution.

Participants could use appropriate items from this session for their "Institutional Member Sharing" details on the PIN website.

STUDENT EXCHANGE PROTOCOL

At the 2013 Annual PIN Delegate Business meeting, delegates expressed and interest in learning from PIN member institutions about the logistics of Student Exchanges.

Both Christchurch Polytechnic Institute of Technology and Otago Polytechnic, two New Zealand members, forwarded documents. Below the elements of Student Exchange documents (available from each institution) are listed. The listing of the six student elements from Christchurch Polytechnic Institute of Technology and the seventeen inter-institutional elements from Otago Polytechnic is intended to provide PIN member institutions considering student exchanges with some elements of a "good practice" protocol.

ELEMENTS IN STUDENTS' FORMS (CHRISTCHURCH)

The following six categories/elements of information from Christchurch Polytechnic involve students considering an exchange program:

- Expression of Interest for an Exchange Programme,
- Exchange Applicant Interview,
- General Criteria,
- Questions,
- Student Application for Study Abroad, and
- Exchange Programme Information (Receiving Institution).

ELEMENTS IN INSTITUTIONAL FORMS (OTAGO POLYTECHNIC)

The accompanying information from Otago Polytechnic focuses on the inter-institutional relationship between institutions involved in student exchange. The parties are often identified as the "home"/sending institution and the "host"/receiving institution. This is a more complex set of elements which would go into a protocol between institutions.

Below are 17 elements identified as part of an inter-institutional agreement. They are as follows:

1. Dimensions, numbers from each institution annually,
2. Delineation of which institution receives tuition and fees,
3. Clarification that students are responsible to pay all travel, ancillary and other material costs associated with study at host institution and living costs of residing in another country,
4. Statement of internal Study Abroad Programme capacity to serve numbers of students,
5. If unequal numbers of students exchange between institutions, clarity about economic arrangements of reimbursement from institution sending more students by receiving institution (e.g. waiver of student study fee),
6. Statement of no obligation on either institution nominate students, or accept student nominees, for the Student Exchange Programme,
7. Clarification that exchange students will continue as candidates for degrees at their home institution and will not be candidates at the host institution,
8. Statement that exchange students will be subject to the academic rules and disciplines of the host institution,
9. Clarification that screening and selecting students will be done by the home institution,
10. Statement that students must be proficient in the language of instruction at the host institution to qualify for nomination,
11. Statement that the host institution will assist in finding housing but will not include financial assistance,
12. Exchange students are responsible for obtaining their own visas, completing required immigration formalities and obtaining other travel-related documents needed to pursue studies at the host institution,
13. Clarification that, if an exchange student withdraws voluntarily before the end of the course, this is a completed exchange from the sending/home institution and no replacement student is required,
14. Statement that exchange students are responsible for all ancillary fees at the host institution,
15. Clarification that both institutions shall determine the number of students participating,
16. Statement that the host institution will determine eligibility for admission and length of stay while the home institution determines the recognition of academic credits, and
17. Exchange students obtain credits for the courses in accordance with the regulations of the home institution.

INSTITUTIONAL MEMBER SHARING TEMPLATE

This portion of the PIN website (www.pinnet.org - see top of homepage) is intended as a vehicle for PIN member institutions to share their own information and interests. The purpose of the "Institutional Member Sharing" site is to make information available to other members to access prior to the October, 2014 PIN Korea Conference. More specifically, this "Institutional Member Sharing" site is intended for those attending the PIN Korea 2014 Conference to state their willingness to explore exchanges and partnerships at the conference. Conference registrants should consider concrete steps they may take during the conference relative to student exchanges, faculty exchanges, partnerships and collaborations.

Institutional information and interests will be archived in the accompanying "Institutional Member Sharing" template. The template includes the following elements:

- Institutional Website
- Enrollment Details
- Location
- Points of Pride
- Student Exchanges
 - ◆ Current Status/Past Status
 - ◆ Designation of Future Interest
 - ◆ Contact Person, E-mail Address
 - ◆ See PIN Website, "Student Exchange Protocol," (Top Right Category on Front Page) for a Model Student Exchange Agreement.
- Faculty Exchanges, Consultancies
 - ◆ Current Examples/Past Examples
 - ◆ Designation of Future Areas of Interest
 - ◆ Contact Person, E-Mail Address
- Partnerships, Collaborations
 - ◆ Current Examples/Past Examples
 - ◆ Designation of Future Areas of Interest
 - ◆ Contact Person, E-Mail Address

INTEGRATING STUDENT EXCHANGE/STUDY ABROAD AND INTERNATIONAL EDUCATION INTO THE CURRICULUM AND CULTURE

At the PIN Annual Conference 2013-Chicago, a significant number of delegates at the Business meeting expressed a desire to create more international student learning opportunities and more student exchanges among PIN member institutions. In the past year, the PIN Executive Committee has approved two actions in this regard.

First, a "Student Exchange Protocol" was created from documents supplied by Christchurch Polytechnic Institute of Technology and Otago Polytechnic. Together the documents from these two institutions create a protocol for students and for institutions relative to a student exchange protocol. (See article above.)

Second, a pilot project, the "Global Classroom," involved students at Tongwon University, the University of Hawaii-Maui College and Otago Polytechnic. They were involved in an electronic, distance learning community focused on climate change.

ACADEMIC INFRASTRUCTURE

While both of these actions are important steps for PIN in broadening and deepening student exchange/study abroad and International education, it is important to understand the cultural and institutional infrastructure needed for these efforts to succeed. Leaders can promote international education on campus through individual initiatives. For sustained efforts in the college or polytechnic university to succeed, the infrastructure needs to have the following elements:

- 1) Teaching and Learning-Special Opportunities for Student International Learning,
- 2) Student Learning Outcomes Identified from Student Exchanges/ Study Abroad and International Curriculum,
- 3) Curricular Engagement of Issues Including Program/Degree Requirements, and
- 4) Faculty Engagement.

For technical education at polytechnic universities and community-technical colleges (the focus of most PIN institutions), there is a natural tendency to explore partnership which include business and industry. These business and industry partnerships can lead to student internships and/or research connected to student exchanges.

The student exchanges/study abroad/internships need to connect in a credit-bearing experience, to student learning outcomes in a specific discipline/program. Often this international learning experience can be linked to an academic diversity, student learning outcome.

These credit offerings need clarity in their role in meeting program/degree requirements. Students deserve to know how credit-bearing student exchanges/study abroad/internships fit into the world of pre-requisites, electives, course sequences, and course equivalences, as well as requirements.

The final academic element involves faculty engagement. Faculty in program or department play an important role in sorting out a range of options for students-location/relationship with another

institution, length internships, research, type of program, language and cost. Often this range of options is developed with an international education professional. Faculty need to finalise program descriptions and course syllabi, as well as which courses may be taken as equivalent to in lieu of, or in addition to required courses.

OTHER SUPPORT MECHANISMS

Beyond these academic issues, it is also important to have other support mechanisms on campus for international education. These mechanisms include the following:

- Advising/Student Support,
- Professional Development for faculty and staff, and
- On-Campus International Culture Experiences.

Post-secondary institutions which want to broaden and deepen their commitment to international education, including student exchanges and study abroad, need clear advising to support students. Creation of an institutional website for this purpose is an important advising vehicle for common understanding among all parties- students, programs, departments, parents, other institutions.

Professional development is an important way to engage faculty and staff. In turn, faculty and staff are the main parties motivating students to become engaged in student exchanges, study abroad and other aspects of international development.

In addition, students may become more aware of the international education through various on-campus cultural experiences. These experiences could include World Hunger Day and International Education Week, as well as various speakers and presentations.

NEXT STEPS

For institutions in the early stages of integrating international education/student exchange/study abroad into the curriculum, there are three early steps to be taken:

- Determine who will do the work and with what resources,
- Decide which programs/departments might be involved initially - already engaged, faculty known to encourage education abroad, and
- Gather faculty, explain and refine, gain buy-in, provide incentives and set timelines.

Institutions with the academic infrastructure and other support mechanisms to facilitate student education are more likely to initiate and sustain these efforts.

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