



POST-SECONDARY
INTERNATIONAL
NETWORK

Newsletter

ISSUE 01

Highlights from PIN Member Institutions

- P2. **Seoul Declaration**
- P5. **CPIT Product Charter**
- P8. **2015 Key Note Address**
- P12. **Conference Photos**
- P14. **Olds College**
- P15. **Tornado Victims**
- P.16. **South Korean Students
Visit Nebraska**
- P17. **Northeast New
Residence Hall**
- P18. **Exchange Opportunity**
- P19. **Global Perspective for
staff and Students**
- P20 . **Design Students Win
Award**
- P21. **Shanghai Fashion Week**
- P22. **Masters in Professional**

Join us in
BAHRAIN

for the
2015 PIN CONFERENCE

NOVEMBER 1 TO 6 2015

Bahrain Polytechnic Conference Host's

Registration and other details available

in

May 2015

via the PIN website (www.pinnet.org)

Points of interest

- ⇒ Key Note Address 2014 PIN Conference in South Korea
- ⇒ Seoul Declaration
- ⇒ A Global Perspective for Teachers and Students
- ⇒ Masters In Professional Practice



POSTSECONDARY
INTERNATIONAL
NETWORK

2014 SEOUL DECLARATION

THE SEOUL DECLARATION ON TVET COLLEGES AFFIRMED UNANIMOUSLY BY PIN DELEGATES

On the occasion of the 2014 Postsecondary International Network Conference in Seoul, Korea, held on October 5-10, 2014, the PIN delegates heard national, institutional and industry perspectives on Postsecondary Technical and Vocational Education and Training (TVET), in Korea, as well as global perspectives from other PIN participating countries. The importance of TVET to the economic and social well being of member countries was reinforced.

The PIN delegates noted:

The foundations of societies assembled on democratic principles and free market economies are increasingly at stake. Expanding the number of TVET college students and their access to authentic career paths to sustainable living wages requires systematic improvements. The critical partnerships between TVET colleges, their respective governments and private sector leadership must improve to predictably link TVET graduates with employment.. To serve the futures of those most at risk, frameworks that bring political, industrial/private, and TVET leadership together will not be easy but must be designed and effectively demonstrated. It is one of the most urgent TVET priorities of the 21st Century.

Throughout the world there are significant peoples who do not have access to post-secondary education and training generally, nor to TVET particularly; and in many countries there is a growing problem of youth disengagement and unemployment. At the same time many countries are facing skill shortages, at times resulting from a mismatch between the education and training of graduates and rapidly changing needs of the industry; and also resulting from potential employees who do not have the skills to enter the workforce. In many countries there are unmet needs for food, health, clean water, safety, and other essentials, but also there exist opportunities to address these unmet needs and unresolved problems. Years of investments in research and development must now result in dynamic pathways to bring corporate resources, incentivized by governments, to share expertise and resources with TVET colleges to allow technology and skills transfer to brighten futures for the TVET graduates, business and industry and societies at large. The pace of change has grown quickly and does not appear to be abating.



2014 SEOUL DECLARATION

Therefore, the relationships and social capital that must be invested have never been more precious. The PIN Korea 2014 delegates, therefore, do hereby endorse the overall 2012 Montego Declaration, TVET direction and urge the following

1) That the partnerships between TVET colleges and employer-industries and sectors be further developed with shared incentives for success through:

- Identifying industry-informed work-skills based on performance metrics/standards,
- Designing industry-driven processes committed to keeping TVET institutions abreast of anticipated changes in essential skills,
- Collaborations to retrain employees and to prepare future workforces for the emerging skills required, and
- Facilitating pathways for TVET graduates into sustainable living wage employment.

2) That TVET colleges facing student recruitment, workforce development and demographic challenges such as declining birth rates leverage their teaching and other institutional assets for lifelong learning and retraining services through:

- Identifying unmet private and public needs and creating partnerships with the respective sectors for problem-solving and development of entrepreneurship, and
- Developing and analyzing institutional capabilities (faculty expertise, facilities, services, etc.) that may add value and contribute to TVET sustainability.

3) That more effective communications and collaborative strategies be promoted among TVETs to support best practices, leadership development and innovation through:

- Supporting potential and emerging initiatives such as an Asia PIN TVET collaboration spawned by the energy and insights of the PIN Korea 2014 Conference in Seoul,
- Structuring more active communications among global TVET collaborators supported by cost-effective broadband and mobile solutions,
- Continuing to encourage visiting faculty experiences, such as those supported by PIN members, to other exemplary TVET campuses, and
- Enlisting promising administrative, faculty and staff in learner-leader driven professional

2014 SEOUL DECLARATION

4) That governments better facilitate access to technical and vocational education for those who are unable to afford to do so on their own account, and TVET colleges themselves embrace strategies to improve access through:

Governments: appropriate funding and/or bridging programs, adoption of technology enabled learning options and through scholarships.

taxation policies, provision of reliable and affordable broadband and mobile technologies, and

TVET colleges: provision of staircasing

The Seoul Declaration on TVET was affirmed by the 17 PIN presidential delegates and the 15 other executive delegates on October 9, 2014. (The Seoul Declaration on the TVET Colleges is available on the PIN website - www.pinnet.org.)



ADVOCACY URGED

The PIN Executive Committee recommends to its member presidents and executives the use of the Seoul Declaration in advocacy for resource allocations for Postsecondary Technical and Vocational Education and Training institutions.

Appropriate recipients of the Seoul Declaration could include governments (at the appropriate levels), boards of trustees and other national technical and vocational education organizations

CHRISTCHURCH POLYTECHNIC INSTITUTE OF TECHNOLOGY'S PRODUCT CHARTER

CHRISTCHURCH POLYTECHNIC INSTITUTE OF TECHNOLOGY'S PRODUCT CHARTER

During the 2014 PIN Korea Conference, a workshop session included remarks from Kay Giles about CPIT's Innovation Pedagogy approach and its evolution from following the Christchurch earthquake. This article provides more details.

BACKGROUND

Following a restructure of its Academic Division in 2009, CPIT developed number of documents to govern its product capability. These included policies for the design, development, review and approval of programmes, a framework for teaching and learning, a strategy for implementing elearning, a project for embedding literacy and numeracy, and guidelines for work-integrated learning and assessment good practice.

These CPIT documents and projects were based on constructive alignment (where the learning design has consistent, cohesive and logical interconnections between intended learning outcomes, teaching and learning activities and assessment tasks, Biggs, 2003) and learning centred approaches (where effective learning is the outcome of the design, placing more emphasis on learning than content and more significance on what learners do than what teachers teach, where learners are actively engaged in the learning rather than being the recipients of information).

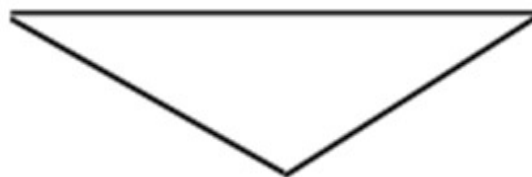
While CPIT was achieving good outcomes with these approaches, student and employer feedback increasingly requested that programmes and delivery become more customisable,

more flexible and deliver graduates with more effective workplace skills, especially in relation to communication, initiative, problem solving and judgement. In addition, government and society began to place increasing emphasis on other "soft skills" such as biculturalism and multiculturalism and sustainability.

As a result, CPIT has sought to develop and implement a Product Charter which builds on the strengths and successes of its existing approaches and incorporates new philosophies and practices which reflect the demands of stakeholders.

In 2012, the then CPIT Academic Director, seeking to address these needs, investigated Innovation Pedagogy. She visited the Turku University of Applied Sciences (TUAS) in Finland where this approach has been developed and implemented. The approach aims to address the integration of education, research and innovation as the combined key drivers of the knowledge economy, preparing students for the future where the work itself and the work methods may not yet be fully defined. Innovation Pedagogy can be modelled as the "knowledge triangle" as in the diagram below (Kantola and Kettunen, 2012):

Flexible curriculum



Project skills

Integration of teaching, research, innovation and entrepreneurship

CPIT PRODUCT CHARTER

CHRISTCHURCH POLYTECHNIC INSTITUTE OF TECHNOLOGY'S PRODUCT CHARTER

The three elements of the “knowledge triangle” require delivery strategies that are characterised by:

Multi-field operation – based on customer need rather than discipline

Applied research and development – educational activities integrated with regional networks and evaluated on value adding

Flexible curriculum – diverse pathways, projects, place, collaborations and networks

Entrepreneurship – work-based and community projects integrated into learning activities

Internationalisation – opportunities for working with international networks, businesses and communities are offered.

Innovation Pedagogy requires that the integration of education, work, innovation and entrepreneurship are developed and demonstrated in such a way that students are prepared for future and as yet undefined workplaces and has identified “innovation competencies” which assess individual, interpersonal and networking skills acquisition. The ICB-Barometer (ICODE website) identifies competencies for assessment as:

Individual:

- Presents ideas appropriate to the task
- Presents creative ideas
- Presents new ways to implement ideas
- Evaluates the advantages and disadvantages of actions
- Identifies the relationships among different components of the task
- Faces the task from different points of view
- Uses available resources ingeniously
- Foresees how events will develop
- Shows enthusiasm
- Persistently pursues goals
- Takes daring yet reasonable risks
- Orients the task towards the target

Interpersonal:

- Transmits ideas effectively
- Listens to teammates
- Establishes constructive group relationships through dialogue
- Collaborates actively
- Contributes to group functioning
- Takes initiative
- Drives others to act
- Faces conflict with flexibility to reach agreement
- Networking
- Applies ethical values
- Takes into account the implications of tasks for society
- Is able to work in multidisciplinary environments
- Is able to work in multicultural environments
- Uses networking contacts to reach goals

CPIT PRODUCT CHARTER

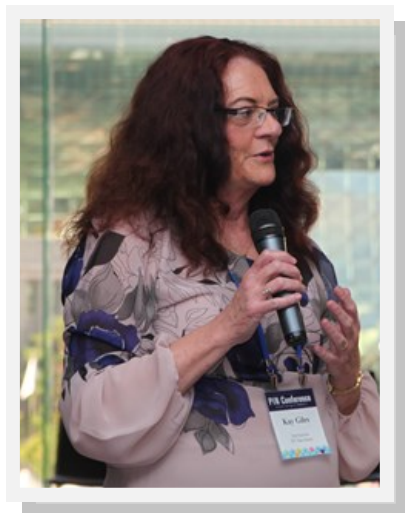
THE CPIT PRODUCT CHARTER

Indicators for the achievement of these CPIT Product Charter principles and rubrics to align the achievement levels to qualification levels are being developed along with role statements which describe the responsibilities of each part of the organisation in implementing these principles and parameters.

The necessary supports for successful implementation of the principles are being identified and addressed including staff capability, specialist instructional design services, learning and assessment resource services, business and information systems, quality assurance and technology enhanced learning platforms.

Implementation involves an annual portfolio review which includes evaluation of the extent to which programmes are achieving the aspirations of the principles. As an outcome of the portfolio review, an annual product development plan is being constructed and a project reporting cycle deployed.

The CPIT Product Charter is an important element in delivering the CPIT vision of “Leading education for employment in partnership with communities”.



**Kay Giles,
CPIT President**

(see Accompanying Box)

CPIT PRODUCT CHARTER PRINCIPLES

As a result of these investigations, CPIT is constructing a Product Charter with the following principles (in addition to ensuring compliance with external regulatory authority requirements):

Programme design will be based on current educational philosophies including active learning, constructive alignment, learner-centred approaches and innovation pedagogy and will use evaluative self-assessment to as a significant input into development and review.

Programme design will engage all relevant stakeholders to ensure currency, relevance and participation in programme design and delivery.

Programme design will aim towards consistency of course credit and a mix of core, compulsory and elective components to facilitate cross programme delivery.

Programme design will aim to maximize flexibility in delivery.

Programme design will be responsive to learner needs to achieve the appropriate levels of independence and self-management through delivery, assessment and reporting on academic literacies.

Programme design will incorporate responsiveness to Maori and, where appropriate, responsiveness to other population groups.

Programme design will embed work-readiness, transferable competencies including the delivery, assessment and reporting on these competencies.

Programme design will include purposeful opportunities for the integration of education, work, research and innovation incorporating sustainable and ethical practice as appropriate for the level of the qualification.

Programme design will facilitate efficient and scalable delivery.

Programme delivery will align with programme documentation.

KEYNOTE SPEECH AT SOUTH KOREAN PIN CONFERENCE

MU-MEUN LEE

PROFESSOR EMERITUS OF SEOUL NATIONAL UNIVERSITY

FORMER PRESIDENT OF KOREA RESEARCH INSTITUTE FOR VOCATIONAL EDUCATION & TRAINING (KRIVET)

(The following are excerpts of the keynote.)

I. IMPORTANCE OF EDUCATION

For the past half century, Korea has made an amazing development under the disadvantageous circumstances without abundant natural resources. The country's per capita income was only \$100 in 1960 but it has increased to \$22,700 as of 2012, being ready to be an advanced nation. Korea's GDP is the 10th largest and its national power is the 9th largest in the world. It is the only country in the world that has moved from a recipient country of international aid to a donor country (ODA).

Such economic growth of Korea is much attributable to education. Contribution of education to Korea's economic development can be recognized through the following trends in economic development.

Contribution of total factor productivity, which focuses on impact of human resources as well as knowledge and technology innovation, to Korea's economic growth was 17.6% in the 1970s and has grown to 45.1% (2.6 times) in the 2000s. On the other hand, labor and capital have fallen from 35.3% to 23.2% (1.5 times) and from 47.1% to 17.5% (2.7 times) respectively.

While education has contributed to economic development, Korea's two-year colleges have greatly contributed as well. They have grown to take up 35% of the higher education population and educated about 200,000 students each year to meet needs of businesses according to different stages of industrial development. Considering 95% of 130 schools out of 137 two-year colleges in Korea are private schools, their contribution to national development is highly notable.



KEYNOTE SPEECH AT SOUTH KOREAN PIN CONFERENCE

II. Competency of Professionals Demanded by the changing future

Prospect on future changes

For colleges to educate future professional demanded by the future, they have to predict changes in knowledge and technology, population, resources, energy, climate, globalization, society and culture, labor market, and education of the next 20 years (2020s-2030s). Based on such predictions, students have to design their future and develop necessary skills.

Population Change

Korea's total fertility rate is 1.19, the lowest level in the world. Population is rapidly decreasing because of this. Low birth rate eventually causes problems such as stagnated consumption for infant and child products, drop in economically active population, skilled labor workforce and school year population. On the other hand, world population is on the rise, and it is a global issue. The population is expected to grow from 7 billion in 2010 to 9.1 billion in 2050.

As Korea is about to enter the aging and super high aging society, serious issues are occurring such as high aging indicators, lower life standard of the elderly, contracted domestic consumption, drop in real estate prices, heavier support expenses for the elderly, increased medical costs and soaring basic senior pension demand, which leads to increased government's fiscal difficulty and other serious social and economic problems. In particular, as average lifespan increases, most people have to work and learn for more that 20 years even after current retirement age of 55-65.

As decrease in school age population resulting from lower birth rate leads to reduction in college applicants, about 9,000 and 160,000 people will be in shortage in 2018 and 2023 respectively. In particular, filling rate of two-year colleges is expected to fall by 84.7% in 2018 and 53.3% in 2023, resulting in a serious crisis for the schools.

Therefore, all the education organizations including two-year colleges are required to come up with innovative and continuous measures to respond to decreasing school age population and to take the crucial role as lifelong educational institutions in responding to the aging society.

Additional Changes stem from the following five phenomena:

- ◇ Changes in knowledge and technology
- ◇ Changes in natural resources, energy and climate
- ◇ Globalization
- ◇ Social and cultural changes
- ◇ Changes in labor market and employment structure

KEYNOTE SPEECH AT SOUTH KOREAN PIN CONFERENCE

2. Competency of professionals demanded by future changes

Competency for democratic citizens and professionals in the changing future can be reviewed from the perspective of cultured and professional individuals. Cultured individuals can constantly develop themselves by designing life by career development stages. They can always pursue lifelong learning anywhere at any time.

Professional individuals can be equipped with basic job competency required for all jobholders. They can try to reach the highest level of a master in their field. They have problem solving skill, creativity and challenging spirit for seeking a job in a niche market.

III. Direction of vocational education

Setting clear and differentiated educational purposes and roles based on types of higher educational establishments

Higher education institutions must set clear educational purposes on what type of professionals they will raise. Such institutions must have their own differentiated and specialized education programs and identity. They should become globally competitive based on qualitative growth rather than quantitative expansion. To that end, there must be reliable and diversified supports for higher education policies so that gradual and consistent development can be made regardless of transfer government.

Current types of Korea's higher education vary: college, industrial college, two-year college, technology college, cyber college, companies' in-house college, polytechnic college, self-education diploma system and credit bank system. Such different types of institutions have been established according to different educational purposes and principles stipulated in higher education act. However, they have become a department store type of organization by offering non-differentiated majors and courses. That is why they fail to foster specialized manpower of different fields and levels demanded by industries .

To seek solutions, opinions from industries, community representatives, parents, graduates and students (consumers) need to be gathered as well as from colleges (suppliers). And continuous and consistent policies and supports need to be provided so that colleges and the public can trust and follow educational policies of the government

Stronger and substantial academic support system for operation and development of curriculum based on National Competency Standards (NCS)

In 2014, Ministry of Education has started to implement policies that 100 schools are chosen out of current 137 two-year colleges and supported based on four types of specialization: specialized colleges of a single track, specialized colleges of two tracks, specialized colleges of single program, lifelong vocational colleges of diploma and non-diploma tracks. In addition, polytechnic graduate schools for master artisans will be operated so that masters can continue their learning. And some programs have been developed for two-year colleges to advance to a world stage in this global era.

Focus has been on competency-based education so that two-year college education can concentrate on what students can do rather what their knowledge is. To that end, Ministry of Education and Ministry of Employment and Labor have jointly developed National Competency Standards (NCS), and schools are encouraged to realign and operate their curriculum based on the standard.

Ministry of Education plans to provide KRW300 billion each year, which is KRW1.5 trillion in total. Such reform measures for two-year colleges are great opportunities for development.

For NCS-based education to be successful, academic support system must be innovated, strengthened and enhanced dramatically.

KEYNOTE SPEECH AT SOUTH KOREAN PIN CONFERENCE

3. More substantial conditions for two-year college education

Although there are some two-year colleges with global competitiveness to be a leading school in the world, a majority of them lack competitive advantage. The number of students per professor is around 40, which is twice as much compared to the OECD average of 15.3, and is much higher than that of four-year colleges of 27.3. In addition, learning capabilities of two-year college students at the time of entrance show wide variations, and remedial programs and instructions are not well prepared. That leads to skill mismatches and students fails to meet needs of businesses. That is why some reports shoe evaluations by businesses indicate that overall job competency of two-year college graduates is lower than those of polytechnic colleges.

In the increasing competition among colleges around the world, competitiveness of college education in Korea is at a standstill. Korea's educational competitiveness ranking trend shows that ranking of overall education sector is on the rise, being 25th out of 60 nations in 2013 but college education ranking remains 41st. That means more efforts need to be made for higher and qualitative competitiveness of colleges. Educational conditions for two-year colleges must be dramatically improved to resolve the issue.

4. Diversified measures to seek sources of revenue

Currently, about 70% of sources of revenue come from students' tuition and fees. Financial support per student by Ministry of Education is 3,124,000 Won for four-year colleges, while it is 791,000 Won for two-year colleges, only 25.3% of that of four-year colleges. Thus, two-year colleges must come up with measures to seek more government subsidy, while they explore diversified ways to attract other sources of revenue. At the same time, seeking support from Employment Insurance and businesses' active participation in raising future manpower must be considered.

5. Improved payment for two-year college graduates

Most people consider payment first among other conditions for job selection. In Korea, there are overly large gaps in salaries depending on peoples academic background. Salary gap ratios among high school graduates, two-year college graduates and four-year college graduates are 100%, 116% and 161%. There is a smaller gap between high school graduates and two-year college graduates, while larger gaps exist between two-year and four-year college graduates compared to other OECD members, which is problematic. Resolving this issue will be one of the best ways to raising status of two-year colleges and attracting more students.

PIN CONFERENCE 2015 SOUTH KOREA



PIN Conference's provide a structured balance of informed discussion and presentations related to the current trends and future changes in the global vocational sector as well as cultural experiences

PIN CONFERENCE 2015 SOUTH KOREA SOCIAL EVENTS



Olds College moves into 2015 with a flurry of and anticipation for the newest additions to our offerings and experiences for students.

Following an extremely successful and engaging Centennial year that included many celebrations and signature events, our focus has turned to our programs. The programs that allowed us to establish a century of excellence have flourished into programs developed to meet the needs of today's learner and today's industries. Olds College continues its advancement with the addition of new learning, research, and living spaces, as well as evolving programming and delivery methods.

Our partnership with the Pomeroy Inn and Suites bore fruit as the hotel now hosts our newest programs, Hospitality and Tourism Management and the Brewmaster and Brewery Operations Management. We branched out geographically as we moved all of our Fashion programs to the new Calgary campus located in the heart of downtown Calgary and branded, the Fashion Institute by Olds College. The Apparel Innovation Centre that resulted from an industry and government partnership will open in 2015 and students from the Fashion Institute will be able to take advantage of research and development opportunities right on their doorstep. The National Meat Training Centre at Olds College, in large part the result of a partnership with municipal government, is set to open the doors to its retail store where student prepared meat products are showcased and sold.

In January 2015, we celebrated the grand opening of the Canadian Centre for High Performance Sport. This expanded facility builds on the collaboration between Olds College, the local school board, and local, provincial and national organizations. The Canadian Centre for High Performance Sport provides sport, wellness and athletic opportunities in a world class facility built to accommodate the best of the best in our community.

These projects (and many that are not mentioned) are united by the common thread of vision underpinned by a governance model that guides our innovative spirit. In October Olds College received international recognition for excellence in post-secondary governance from the World Federation of Colleges and Polytechnics (WFCP) and we were pleased to accept this award at the WFCP conference held in Beijing, China. With over 50 members from North America, South America, Europe, Asia, Australasia and Africa, WFCP provides leadership in delivering workforce education for the global economy. Olds College is the first ever Gold Medalist for excellence in leveraging governance as a competitive advantage in higher education.

The continued building of partnerships and strategic alliances ensures that we are giving our students the best possible learning environment. We are committed to the development of similar partnerships, believing firmly that this will future proof Olds College and position us to thrive in our second century and beyond. We are committed to the leveraging of partnerships in combination with hands-on, practical learning in order to prepare our students to learn and to join the workforce upon completion of their programs at Olds College.

It is in finding and developing relationships with partners from industry, governments or individuals who have an affinity to what we do and how we do it, that we are able to develop facilities, programs and services that enrich our students and community. We acknowledge that Olds College enters its second century from a position of strength because of them.

Dr. H.J. (Tom) Thompson

STUDENTS ASSIST COMMUNITY HIT BY TORNADO

Northeast building construction students pull together for Pilger

NORFOLK, NE – Even though the more immediate focus is off the disaster in the village of Pilger, the effort to rebuild the Stanton County village will last for quite some time. Most of the community took a direct hit from a tornado June 16, 2014, that forever changed the lives of Northeast Community College's service area residents.

Much of the rubble has been hauled away, but for many of those who have decided to stay, they have nowhere to keep their remaining possessions. That's where a Norfolk church joined forces with Northeast Community College.

Tim DeFor, lead minister at First Christian Church, said he was approached by a College employee who suggested Northeast's building construction students assist with the church's efforts to construct storage sheds for residents who were directly impacted by the disaster. The 24 freshman students of Northeast Instructors Ryan Hobza and Roger Walker built two of the sheds while volunteers from the church erected eight others.

First Christian has been working with the organization IDES (International Disaster Emergency Service) which partners with churches to respond to these types of situations. It conducted an inventory with other organizations to address the needs of Pilger and looked for ways to complement what is already being done.

DeFor said he is grateful for the assistance of Northeast Community College. "We have been looking for ways to partner more with the College. We simply wanted to provide opportunities to the students if the college saw the need."

"This is certainly what it means to be a community college," said Dr. Michael Chipps, Northeast president. "Not only are we educating our students with the technical skills necessary to fill today's workforce needs, we are also educating our students to understand that they need to use their skills to serve the broader needs of the communities in which we all live."



Ryan Hobza (right), building construction instructor at Northeast Community College, oversees members of his freshman class as they construct a shed at First Christian Church in Norfolk.

The church accepted the help from the students to construct two of the sheds, which will be sent to Pilger along with several others.

First Christian is providing the sheds to victims of a June 16 tornado who plan to rebuild their homes in the Stanton County village. (Courtesy First Christian Church)

SOUTH KOREAN'S VISIT NEBRASKA COMMUNITY COLLEGE

South Korean Women Visit Nebraska's Central Community College

When offered the chance to serve as host to nine South Korean visitors from Ulsan College, Central Community College in Nebraska took the leap. "We jumped in with both feet and hit the ground running," said Diana Watson, the college's international studies coordinator.

While in South Korea in October 2014, CCC president Dr. Greg P. Smith and Ulsan College president Dr. Heo Jeongseok signed a five-year memorandum of understanding to promote educational and academic exchanges between the two institutions. Both institutions agreed on the following general forms of cooperation: joint research activities; exchange of academic materials and academic publications; exchange of faculty members for research, lectures and discussions; and exchange of students for study, research, educational work and internships.

"It took a whole team to make this first visit work on such a short timeframe," Watson said. The effort involved the dental hygiene and nursing instructors; people in housing, student accounts, information technology services, registration, facilities management and business services; and external partners such as hospitals, nursing homes and dental clinics.

"Everyone really pulled together to make this work," Watson said. "As dean of health occupations, Marcie Kemnitz was integral to the success of this venture."

The instructors played a huge role and so did the housing people. They connected the South Koreans with student leaders in both the residence halls and the program areas."

But everything was ready when the Ulsan College students arrived on Jan. 19 with their sponsor, professor Kim Soo-Ok. They began with an orientation at CCC's Grand Island Campus before splitting up, with five of the women going to the dental hygiene program at the Hastings Campus and the other four going to the nursing program at the Columbus Campus.

During their visit, the Ulsan College students observed classes in their respective areas, as well as clinical practice by CCC students, in hospitals for nursing and in CCC's dental clinic on the Hastings Campus for dental hygiene.

The visit set the stage for future efforts by CCC's international studies program. Still in its early stages, the program has helped the college choir arrange a performance trip to Greece this summer and worked with one of the campuses to launch an International Film Festival.

The South Koreans' visit have taken these efforts to a new level. "This is the first thing we've done of this magnitude," Watson said. "It's been an absolute delight. The visitors were so pleasant, enthusiastic and interested in experiencing everything."



Central Community College in February was host to nine students from Ulsan College in South Korea. Four of the visitors observed the nursing program at the Columbus Campus and the other five visitors observed the dental hygiene program at the Central Community College-Hastings. They are shown at the Grand Island Campus with their sponsor.

Central Community College's international efforts can be followed on Facebook at
CCC – International Students.

NORTHEAST COMMUNITY COLLEGE

Northeast Community College breaks ground on future residence hall and dining facility

NORFOLK, NE – Northeast Community College has celebrated a landmark day as ground was broken on a \$19 million residence hall/dining facility on the Norfolk campus.

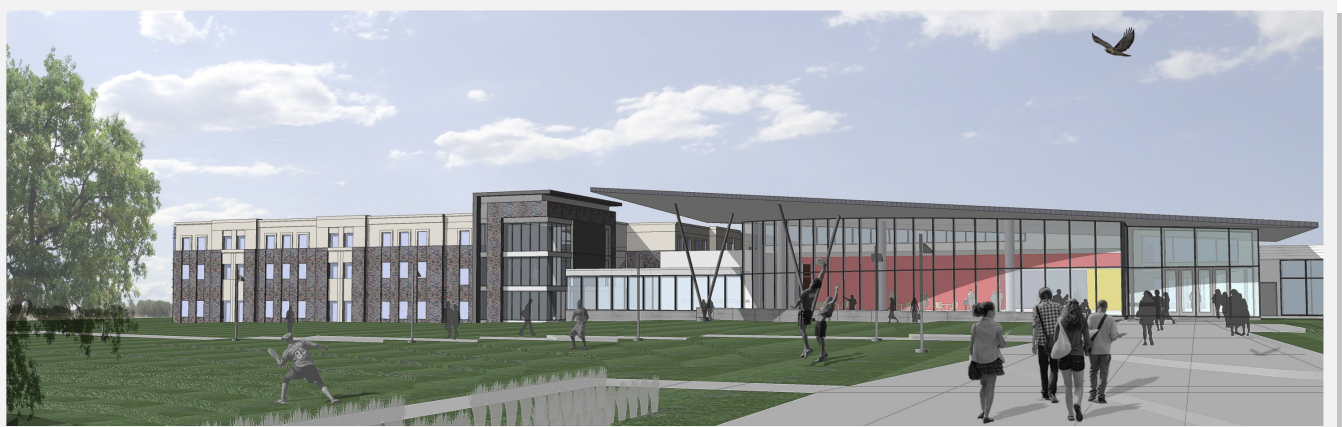
Northeast Community College has had a pressing on-campus housing shortage for some time. At the start of every fall semester over the past several years, there have been over 700 students requesting the 350 beds that currently occupy Northeast's two dormitories, Simon and Burkhardt Halls, and the two student apartments. The new 63,000 square foot residence hall will be able to accommodate nearly 200 students, and a new 30,000 square foot dining facility will accommodate more than 500 students in total.

Dr. Karen Severson, vice president of student services, said the need for additional housing has come up at every student and parent orientation over the past decade. "Parents want their students to live on campus! They want their students to be in a supervised, welcoming environment, interacting with other students, being involved in the life of the College, making new friends, and, having a holistic college experience. Most of all, they want their students to succeed academically and become prepared to enter the workforce."

The new residence hall and dining facility are scheduled to open to students in Fall 2016.



Ground was broken Thursday for a new \$19 million residence hall/dining facility on the Norfolk campus of Northeast Community College. Taking part in the ceremony were Pete Rizzo (left) director of residence life and food service at Northeast, Dr. Karen Severson, vice president of student services at Northeast, Dr. Michael Chipps, president of Northeast, Nebraska Governor Dave Heineman, Brooke Lodi, **Scribner**, senior resident assistant, and John Davies, chair of the Northeast Community College Board of Governors. (Courtesy Northeast Community College)



DANISH STUDENT AT NORTHEAST COMMUNITY COLLEGE



Danish student at Northeast Community College

Line Fenger, (right) a student at Aarhus Business College in **Aarhus, Denmark**, visits with Northeast Community College Board of Governors members Julie Robinson, of **Norfolk**, (center) and Shirley Petsche, of **Petersburg**, during a luncheon of the board.

Fenger was at Northeast in October, 2014, as an exchange student during the month of October. She is a business student at Aarhus. Northeast Community College and Aarhus Business College have a memorandum of understanding in which faculty, staff and students have traveled to each other's institutions. The exchange falls in line with Northeast's global educational opportunities priority.

Global experiences for student

NORTHEAST COMMUNITY COLLEGE GLOBAL PERSPECTIVE

NORTHEAST INSTRUCTOR AND STUDENTS GAIN A NEW GLOBAL PERSPECTIVE FOLLOWING TRIP TO ENGLAND

NORFOLK, NE – Dave Beaudette said a recent trip “across the pond” has given him and five of his students at Northeast Community College here, a better understanding of themselves and the world in which they live. “I think each of us came home with a greater appreciation of our program, our college and our country.”

Beaudette, auto body instructor at Northeast, and the students traveled to North Lindsey College in Scunthorpe, England, for a ten-day visit as part of a student and faculty exchange program established between the two colleges in 2012.

Beaudette said the whole trip was a great learning experience for the entire group. He said it was interesting to experience daily life in another culture. “The people were very nice and the staff at North Lindsey gave us a great reception and did an amazing job of planning things for us to do. Each day was full of new and exciting things! We spent evenings at various staff members’ homes, eating home cooked meals, visiting and learning about life in England. However, the food was much different there and the students were missing

their McDonalds.”

The students gained a wide range of perspectives from the trip. Kyle Ebel said he felt the trip reassured him that he has chosen the right career path for him, while Kellen Wells said he came to realize that other than an accent, the English people are really no different from Americans.

Dustin Johansen, said, “I have a greater appreciation for what we do here. I thought going over there they would be more advanced in their techniques, but I’m really proud with what we have here too. It’s fairly similar.”

Beaudette said he was very proud of his students on this exchange. “Our students conducted themselves very well and represented Northeast Community College and the United States in a very positive way. As a group, we found that this trip of a lifetime truly expanded our horizons and exposed us to a completely different and much older culture than we could have imagined. I believe all of us learned a lot about ourselves during this exchange and the trip has given us a better global perspective.”



Northeast Community College auto body students prepare to work in a shop on the campus of North Lindsey College in Scunthorpe, England. The students and their instructor, Dave Beaudette, traveled to England recently as part of an exchange program between the two schools. Pictured (from left) are Kyle Ebel, **Scribner**, Caleb Fowlkes, **Meadow Grove**, William Weiland, **Decatur**, Dustin Johansen, **Friend**, (partially hidden) and Kellen Wells, **Norfolk**. (Courtesy Dave Beaudette/ Northeast Community College)

OTAGO POLYTECHNIC DESIGN STUDENTS WIN

STUDENTS WIN NATIONAL DESIGN AWARD FOR 10SQM BUILDING

The design brief was simple – create a breakout space that didn't require consent and incorporated sustainability – and now four Otago Polytechnic Design students have won the New Zealand Sustainable Habitat Construction (SHAC) Pop-up Challenge for their design of an innovative and efficient ten square metre building.

Studio56 was conceived by third-year Design students, Dean Griffiths, Alice Perry, Nina Daniels and Charlotte McKirdy, and was developed to provide a unique learning and collaboration environment for both students and staff, within Otago Polytechnic's Living Campus – a vibrant community garden and a sustainable model of urban agriculture.

The students were encouraged by their Design Lecturer, Chris Fersterer, who was recently nominated for a sustainability teaching award, to enter the nation-wide Sustainable Habitat Construction (SHAC) Pop-up Challenge. The competition specifications included designing a creative space with a small budget, using recyclable materials.

"It's wonderful to have others recognise the value in our design and a very rewarding experience for us as a team," says Interior Design student Alice Perry. "It's been a nice way to end our time here at Otago Polytechnic."

The building comes with all the specifications you would expect from a regular new build, including insulation, thick walls for heating and electricity. However, it's the sustainable elements of the build that makes it such an efficient and unique space.

The building resonates an ethos of education, innovation and sustainability," says Product Design student Dean Griffiths. "We used recycled macrocarpa for the exterior and we have heat transfer panelling on the windows, so when the steel plate heats up, it draws it inside via a fan and heats the interior. We also have a water channel running from the roof which drains into a catchment system that feeds the living campus garden."

The project has been a collaborative effort between schools and services across Otago Polytechnic. In-house commercial design and development centre, workSpace, helped design some of the sustainable elements of the build, while the Carpentry students from the School of Architecture, Building and Engineering are currently in the process of building it.

Once complete, the building will sit among Otago Polytechnic's Living Campus. "We wanted to create a space students would be attracted to. *Studio56* creates an opportunity for students to get out of the classroom and sit in a social and relaxing space that still allows them to use their laptops," says Mr Griffiths.



OTAGO POLYTECHNIC FASHION STUDENTS

Design students showcase at Shanghai Fashion Week

Seven Otago Polytechnic Fashion students showcased their collections at the prestigious Shanghai Fashion Week in China last year – an annual event which attracts internationally renowned designers, media and buyers from all over the world. Two Communication Design students also attended to take part in a fashion photography collaboration.

The seven Fashion students and two Communications student were Jessie Wong, Daniel Kwok, Lucy Anderson, Meg O'Connell, Michela Poots, Duncan Chambers-Watson, Simone Watson, Laura Benjamin and Jamie Russell.

The School of Design was invited to select students to participate in Shanghai Fashion Week by the International Fashion Academy (IFA) Paris, based in Shanghai. The only stipulation was that each fashion design contribution had to be inspired by the theme, 'future cultural visionaries'.

"Each fashion student interpreted the theme slightly differently, which meant there was a sense of collective diversity among our contributions," explains Otago Polytechnic's Academic Leader – Fashion, Dr Margo Barton. "Some were very wearable, while some were more extreme!"

This is the third year the cultural collaboration has taken place. "We know this is an incredibly inspiring experience for all students. We have a great partnership with Shanghai University of Engineering Science/IFA Paris in Shanghai, which opens doors for our respective students to explore different cultural outlooks," says Dr Barton. "We all truly learn from one another every year."



MASTERS OF PROFESSIONAL PRACTICE

Masters Of Professional Practice (MPP) -

a professional development opportunity for PIN senior leaders.

In 2013 Otago Polytechnic offered as a PIN member service access to our MPP programme, on very favourable terms and conditions. The MPP is a professional practice qualification, meaning it is built around the professional work of the learner, and involves the learner engaging in a work based learning project of value to his/her employer. The PIN version of the qualification required the subject matter of the project to have a global leadership flavour and to be of broad interest to PIN members. The programme was priced at under \$2000 NZ to PIN members, provided that we were able to source academic mentors and assessors from within the PIN network at no cost. There was also a requirement that the CEO/President of the PIN member personally supported the learner, and undertook to bring the successful learner to the next PIN Conference to present on his/her project and findings.

In 2013 - 2014 we had our inaugural and successful PIN MPP scholar: Jordan Cleland, Vice President Advancement from Olds College in Alberta Canada. Jordan undertook an exciting and very relevant to us all project on cultivating a culture of innovation in a post secondary institution. He was very well supported by Joe Sertich as academic mentor - Joe generously donating his time in the spirit of PIN. This is what Jordan had to say about the programme:

The Otago Polytechnic/PIN Masters of Professional Practice was a great fit for me, because as the name implies, it fit with the ebb and flow of my busy life as a current leader in higher education.

My studies and reflection were not in the abstract but very much rooted in the day to day working environment and challenges of my role. My master's degree studies pushed and pulled my thinking and approaches in meaningful ways to my current responsibilities - and it fit my world as a professional, father and husband. I could do my readings, writings and reflection on my timeline, almost exclusively supported on a distance learning platform. I would and actually have recommended it to peers and associates."

"Jordan presented his findings at the PIN Conference in Korea, and was very well received, and on the strength of Jordan's success Otago Polytechnic would like to continue to offer the MPP to PIN members on favourable terms. However, the collaborative model did not quite work as well as we envisaged, and we ended up incurring extra costs with assessment; and we concluded that we could not really go forward expecting PIN members to be as generous as Joe. As well, it was plain good luck that we had a member who could provide the right mentoring expertise.

So, we would like to offer the programme to PIN members as a paid opportunity but with a significant PIN scholarship from Otago Polytechnic. We currently offer the programme to international students at \$32,000 NZ, including NZ taxes (outrageous taxes, I might say!). For PIN members we would offer a scholarship of \$20,000 NZ, making the price \$12,000 NZ. Other PIN conditions remain ie a global leadership theme, a requirement to present at the PIN conference following graduation, and the support of the member CEO/President.

**If anyone is interested to take this opportunity
further please contact Phil Ker in the first
instance: phil.ker@op.ac.nz**

PIN EXECUTIVE 2014-2016

Dr. Greg P. Smith

President
Central Community College,
Nebraska

USA

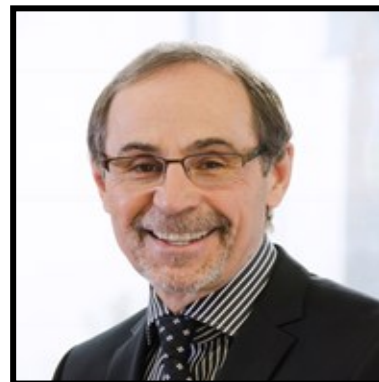


Mr. Larry Rosia

Chief Executive Officer (CEO)
Saskatchewan Institute of
Applied Science and
Technology

Canada

PIN President Elect



Dr. Tom Thompson

President
Olds College
Alberta

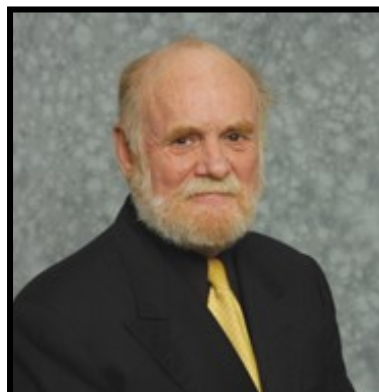
Canada



Dr. Ron Common

President
Sault College
Ontario

Canada



Mr. Phil Ker

Chief Executive Officer (CEO)
Otago Polytechnic

New Zealand



Mr Tony Gray

Chief Executive Officer (CEO)
Nelson Marlborough Institute
of Technology, Nelson

New Zealand



Dr. Young-Kee Moe

President
Tongwon University,
South Korea



Dr Mohamed E. Al Aseeri

Acting CEO
Bahrain Polytechnic
Bahrain



Dr. Joe Sertich

President Emeritus
Northeast Higher Education
District,
Minnesota
USA



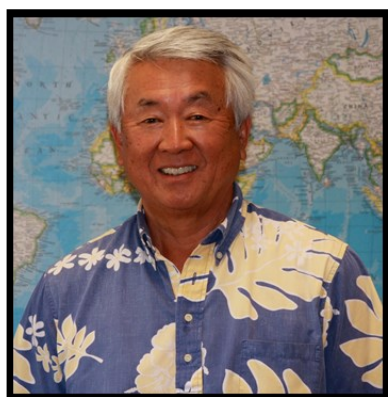
Dr. Larry Litecky

Executive Director of PIN
Minnesota
USA



Dr. Clyde Sakamoto

Chancellor
University of Hawaii
Maui College
USA



Ms. Kerri Ferguson

Associate Executive Director
of PIN
Victoria
Australia

