

Postsecondary International Network Newsletter

Spring 2002

PIN Conference 2002 - A Tale of Two Cities

London: June 19-21 Amsterdam: June 23-25

In London and Amsterdam we are looking forward to welcoming PIN delegates to the conference in June. The programme (see pages 13-14) offers a combination of speakers and activities to ensure an interesting and thought provoking week as well as an opportunity to renew links and friendships with International colleagues. In addition, a programme for partners will provide a variety of interesting activities.

You can book conference reservations on-line via the PIN web-site (www.pinnet.org), which also gives booking information for the hotels we have reserved. Please remember the Amsterdam hotel, being in the busy city centre, is only holding an allocation of rooms for us until 23rd April 2002 so an early booking is recommended.

For those coming from outside of Europe we would like to reassure you that the journey from London to Amsterdam is very easy by air and takes less than an hour to fly. There are several "no frills" airlines offering very reasonable prices if you book well in advance. Visit the PIN website for helpful travel advice.

We have looked into the possibility of organising a group coach from London to Amsterdam but the price turns out to be higher than many of the flight options. Since it is a much slower route, we have decided not to proceed with this option but to leave you the flexibility to make your own travel arrangements. These are the options available: Fly direct; Train with Eurostar to Brussels, Belgium where you may choose to either break your journey or travel onward by train from Brussels to Amsterdam; or Car (crossing channel either by ferry or Eurotunnel)

We had hoped to fit in a 'flight' on the 'London Eye' – the world's largest observation wheel, but when we confirmed our dinner at the House of Commons we realised that it would be too rushed to enjoy both to the full in one evening. If you plan to spend part of the weekend in London this is a good way to get, quite literally, an overview of the city. The web-site address is www.londoneye.com and we highly recommend that you book tickets to enjoy this experience. On arrival in each of the countries you will be given a delegate pack containing information on current activities in London and Amsterdam.

A look at the "Time Out" London Listings web-site www.timeout.com is a useful way to start finding out about all the city has to offer as well as practical information.

So there it is - an excellent conference, two colleges, two fascinating cities, and the diversity of Europe to explore in between.... All we need now is the weather!

Faculty Exchange & Visit Program

Christchurch Polytechnic IT and Western Piedmont CC

By Barbara Dolamore, Faculty, Christchurch Polytechnic IT

Background

The Postsecondary International Network (PIN) facilitates faculty exchange and visit programmes between colleges who are members. Its purpose is to improve and expand the means by which the technical/community/further education college serves its own community, and recognizing the community's place in an international setting.

The reciprocal exchange between, Dr Barbara Dolamore Christchurch Polytechnic Institute of Technology, New Zealand and Dick Hawes of Western Piedmont Community College (WPCC), North Carolina, USA was from 30 April –23 May, 2001. During October of the same year, Hawes visited CPIT for a month.

Barbara's areas of teaching and research are general biochemistry/biology and environmental studies. She is also the environmental coordinator for CPIT, facilitating the continuing environmental improvement operational practices. Hawes is the Biology Co-coordinator from the Division of Natural Science, Mathematics and Engineering.

The North Carolina State Board of Education established Western Piedmont Community College (WPCC) in 1964, as a member of the North Carolina Community College System. It has annual enrollments now exceeding 13,000 students; The College offers 2 year **associate degrees in about 40 subject areas within the following general domains: Fine Arts, Arts, General Education**, Science, Applied Science, Nursing, Accounting and Business. There is opportunity for many of the students to then go to University and do two years further study for a full degree. A number of Diploma and Certificate programmes (often derived from the associate degree programmes) are also offered in a diverse range of fields including real estate, substance abuse, basic surveying, fabric design, welding, and human resource management.

Christchurch Polytechnic Institute of Technology (CPIT) is the largest polytechnic in the South Island with 17, 000 students (full time and part-time) and the fourth largest of 23 in New Zealand. It was established in the early 1990's as the Christchurch Technical College and held its first vocational classes in 1906. Since this time it has had several name changes and has emerged during the 1990s as an "institute of technology" The CPIT has retained trade training, but diversified widely into technician, para-professional and professional degrees and diplomas, and includes the fields of applied technology, commerce, health and science, media arts and humanities.

Activities

After traveling half way round the world, and then being delayed by fog, I finally completed the last short flight and arrived to a great Southern welcome at Western Piedmont Community College. I have very fond memories of these first introductions with people who were to become a big part of my life for the next month. I was then whisked away to the home of my hosts Dick and Lee Hawes who shared their home and hearts so generously that very soon I felt like part of the family.

During the first week the focus of the College was to increase my profile. Two public lectures were organized within the first three days of my visit. This was a wonderful opportunity to display the best features of New Zealand and CPIT with a slide show, covering New Zealand's geology, landscape and people, CPIT staff, students and courses, natural history of New Zealand (why it's so special from an evolutionary perspective) and several high - profile conservation programmes. I couldn't resist adding a section on the exciting activities New Zealand offers for adventure tourists (since the CPIT runs a programme in this area) including white - water rafting, climbing, hiking and shark diving. There were excellent turnouts and considerable interest in our small pacific nation. From these lectures further invitations to speak eventuated, including the Liberty Secondary School, the Rotary club and the Country club.

College Activities

During my time at WPCC most of my class time was spent in the Division of Natural Science, Mathematics and Engineering. It was an excellent experience and I picked up some interesting and useful skills (for a biologist!), such as how to dissolve away the tissues of small vertebrates and stain bone and cartilage selectively. My students have been asked to store mice their cats bring in for a trial run of this process. I spent quite a bit of time with the biology/nursing teacher, Ms Naomi Styles. She enlightened me on the course structure of the anatomy

and physiology section of the two year Associate Nursing Degree. Since the CPIT offer Bachelor of Nursing this was of great interest to me.

Every year the Science Club holds a six – day fishing/field trip across state to the coast and I was included. Boats were chartered and students fished and surveyed the wildlife. We criss-crossed the area where the Gulf Stream and the Labrador Currents meet, an area rich with sea life about 60 km out. We spotted hammerhead sharks, giant mantas and tuna, and although I didn't see mako, the deckhand described in graphic detail how she had seen these huge sharks propelling themselves straight up out of the water. After that, the water looked less inviting and I decided not to go for an offshore swim after all. This was also a great opportunity to spend time with the students, sharing and comparing information about courses, jobs, issues that affect them and so on. I was interested to find that half a world away and the issues facing the WPCC students differed little from CPIT students.

Achieving Objectives of the Visit

WPCC has a very friendly and welcoming atmosphere and it was a privilege to be included in the lives of the staff and students to such a degree. Since I was quickly integrated, I gained much more from the visit than I had initially anticipated. My personal objectives were completely surpassed, and I now having a far better view of international education systems and how our CPIT operates within a wider educational context. I have returned enriched with experiences (far too many to be included here!) and valuable friendships. These have enhanced my own teaching. I was very fortunate to be invited on this PIN exchange and feel that for me it was extremely worthwhile, so thank you!

Western Piedmont CC and Christchurch Polytechnic IT

By Dick Hawes, Faculty, Western Piedmont Community College

In November 2001, I experienced my second spring of that year. In April and May I enjoyed the azaleas and rhododendron in North Carolina. During October and November, I enjoyed the same flowers in Christchurch, New Zealand while visiting Christchurch Polytechnic Institute of Technology. Christchurch is truly the garden city, as I found the botanical garden, museum and art center most informative and enjoyable. Of particular interest were the natural history displays, and the displays of Maori art and culture.

I thank PIN for making it possible for me to fulfill a lifelong dream of visiting New Zealand, especially the Christchurch area. One objective of this visit was to compare the plant and animal life with what we have in the Southeastern United States. It appeared that the species diversity of the biotic communities was far less than that of North Carolina. There were far fewer species and numbers of both terrestrial and aquatic insects. The absence of large numbers of insects was quite evident by doors and windows without screens. Birds and butterflies were noticeably few in number, plant life appeared to be far less diverse, and it appeared that most of the trees in Christchurch and the Canterbury Plains were exotic. This was not so in mountains and the parts of the West Coast that I visited.

The West Coast was quite different from the East Coast. The West Coast has active coal mines and the smell of coal brought back memories of the 40s and 50s. The vegetation was also different with more endemic species of plants including palms and tree ferns. I observed many plants and animals that do not occur on the East Coast of the United States. I was fortunate enough to see kiwis and keas, but not sperm whales even with three attempts.

CPIT has outstanding science facilities and faculty. While they have many programs similar to or the same as ours, they also have some unique environmental programs. The faculty of CPIT indicated that they have many of the same problems with students that we have. They appear to have about same success and failure rates that we experience. Each school has its own unique problems.

Kiwi Praises Western Piedmont Community College

By Sharon McBrayer, The News Herald

It's not often that Burke County has visitors from half a world away, but for the last month Burke has been home to a visiting college president from New Zealand.

Jack MacDonald, chief executive (president) of Manukau Institute of Technology, arrived in Burke County about a month ago and set up office at Western Piedmont Community College to learn about the community college system in North Carolina. His visit has been part of the Postsecondary International Network, which is made up of community colleges and polytechnic institutions from around the world. The idea of visiting the various colleges in the network is to exchange ideas and views and, hopefully, take away things that work best.

After meeting people, asking questions and talking to students, faculty and staff, MacDonald had nothing but high praise for the community college. "I think it's important for the residents of Burke County to understand what a fine institution Western Piedmont is and what it offers to the community," he said. The college has high-quality programs that are taught by very talented and committed faculty, MacDonald said.

Leaning back in a chair in his temporary office at the college, MacDonald said he believes Western Piedmont is not only wonderful for people wanting a technical degree but is a great stepping stone for students wanting to attend a four-year university. "If I were a high school

student getting ready to graduate, I would very seriously consider spending a year or two at place like this," he said.

MacDonald believes the college serves the students but also should be a part of solving problems that face the community, such as the recent economic downturn and trying to bring in new business to the area. "In moving the county out of this difficulty, education must play a dominant role," MacDonald said. "The ability will, undoubtedly, depend on the education of citizens of Burke County." MacDonald said he finds it strange that the college is not asked to be more involved with problem solving by the city and county. He said he is called upon in New Zealand to serve on every policy-setting committee - economic, unemployment, education and health committee - and either he or his staff participates freely. "I don't see that as much here," he said. "This is a resource and the community should take advantage of it."

Though he has enjoyed his time here and has enjoyed the area, he said the thing he finds foreign is how many of the committees within the county are politicized.

However, one similarity Burke County shares with Manukau City, where MacDonald lives, is the dropout rate of high school students. "That's a disease that must be cured or the economic situation in the county will just continue," he said. "That's something that needs to be worked on by everyone in the county and this institution must be part of that."

After observing faculty, staff and students, MacDonald said he has come to see that Western Piedmont is an excellent institution even by international standards. And MacDonald should know. He has an extensive background in university and college settings in the United States, Canada and New Zealand as student, teacher and now president.

MacDonald, who has 35 years in education, did a postdoctoral fellowship at Oxford University and spent 21 years teaching in Canada at the University of Guelph. He also was a visiting professor of electrical engineering at Stanford University in California for 18 months and became chief executive of Manukau Institute in 1996.

He stressed again how important the relationship is between the college and the community. MacDonald said people can either look to Western Piedmont as a state institution or as a part of the greater community that works together for the good of the area.

2002-2003 Faculty/Staff Exchange-Visit Program

Applications are currently being taken for the 2002-2003 Faculty/Staff Exchange Visit Program. The exchange and visit program is designed to facilitate faculty exchanges and visits among PIN member colleges. The exchanges and visits are designed to enhance the professional development of faculty and to further international understanding of two-year colleges. The colleges are expected to support and facilitate the exchange/visit process. The college and the faculty members develop the exchange or visit to meet their institutional and individual objectives.

PIN will award two \$500 (US) stipends to facilitate faculty exchanges and visits to each country for the academic year. It is expected that the college will match the dollar amount of the stipend. The match will be cash or an in-kind contribution.

Process

1. The Faculty Exchange and Visit Program Application Form should be used.
2. The program criteria must be addressed in the application.
3. The narrative should be no longer than 1000 words.

4. The college president/principal and the faculty member must sign the application form.
5. If there is a need for assistance in identifying a host college, PIN will assist in identifying appropriate host colleges.
6. Faculty Exchange and Visit Program Application are submitted to Executive Director, Bill Warner.
7. The Executive Committee reviews all applications at the annual meeting (June 2002).
8. The Executive Committee will identify the award recipients.
9. The PIN Executive Director will notify the successful and unsuccessful applicants.
10. The \$500 (US) stipend check will be sent to the college president, who will make the award to the faculty/staff member.

Forward your Faculty/Staff Exchange and Visit applications to Bill Warner, Executive Director. The application deadline is June 3, 2002.

Global Leadership Conference

“PREPARING OUR STUDENTS FOR THE GLOBAL WORKPLACE”

Sponsored by the Postsecondary International Network

Colorado Mountain College (CMC) is once again offering the Global Leadership Conference, specifically designed for students of PIN member institutions. This year's Conference is scheduled for **May 21-May 31, 2002**.

The curriculum and activities throughout the Conference will focus on the themes of leadership development, team building, service learning and personal relationship building, combined with experiential outdoor activities. The fundamentals of leadership theory and skills will be presented and studied to reach the course objectives. The wilderness/experiential activities will include: River Rafting, Rock Climbing, Challenge Course session, and Field visits to local, world-class resorts (Aspen or Vail).

The Global Leadership Conference will interest and benefit any student planning to enter the global workplace by developing personal leadership styles, communication skills, intercultural relations, teamwork development, decision-making, problem-solving and conflict resolution skills. The intercultural curriculum for the course is designed to foster a better understanding of humankind in the global workplace. One addition is that CMC will host a Global Leadership Program alumnus to serve as a liaison and events assistant at this year's Conference.

The Conference will be held at Colorado Mountain College's Spring Valley Center near Glenwood Springs, Colorado. The campus is located in the heart of the Colorado Rocky Mountains, near Aspen and Vail, approximately 3 hours west of Denver, Colorado.

Colorado Mountain College will grant 3 semester credit hours for the course entitled ***Leadership Development*** (Psychology 211) for students upon completion of the Conference. Students will then apply to their home institution for transfer credit.

The tuition for the 11 day course, which includes room and board, local transportation during the conference, course credit and activities fees, is \$1,650(US) for out-of-state students or \$1,500(US) for in-state participants (per person), plus applicable travel costs to Glenwood Springs, Colorado. Upon pre-registration, participants will be sent logistical and academic pre-course materials. Check out conference updates on the Global Leadership website: <http://www.coloradomtn.edu/global>. **The registration deadline has been extended to Friday, April 12, 2002.**

Questions should be directed to: Lori Wenzel

Colorado Mountain College

1402 Blake Ave

Glenwood Springs, CO 81601

Telephone: 970-947-8491

FAX: 970-945-8468

Email: lwenzel@coloradomtn.edu

PIN Member Highlights

Christchurch Success a Role Model for China

By Russ Skinner, Christchurch Polytechnic IT

The combination of world renowned city management, excellent tertiary education and innovative business operations has attracted the attention of senior provincial and city officials from China.

The Christchurch City Council and Christchurch Polytechnic Institute of Technology hosted the officials, from Guangxi province and Nanning city in the South of China, while investigating the possibility of sending up to 800 government officials to Christchurch over the next ten years to study and acquire skills required to help their region prosper.

Support for the initiative was gained on an initial visit to Christchurch in February this year. This second trip has allowed key decision makers from Guangxi and Nanning to make contact with a sample of companies they feel they can work with to develop their proposal.

With its absorption into the World Trade Organisation and the advent of the Olympics games in 2008 China faces many challenges. Part of the response to these challenges is to study other models of managing and marketing a region and its businesses. Christchurch's success in these areas has lead to it being singled out by the Chinese delegation as the best model to assist them in achieving their goals.

The National Canadian Agenda

By Donna Allan, President, Lethbridge CC

The Association of Canadian Community Colleges (ACCC) has been extremely active and productive in the pursuit of a Federal Government advocacy agenda. Advocacy issues include System Awareness, Applied Research, e-Learning, Student Debt and issues related to Rural and Remote institutions. The Association is also addressing membership service issues such as partnership meetings with key Federal Government agencies and departments and college Presidents, Leadership Development workshops, and Strategic Partnerships. International opportunities also factor in as a key component of their role in addressing Business Opportunities.

Alberta Highlights

Applied Degrees

The Applied Bachelor degree began in Alberta as a pilot project with 8 approved programs and just under 500 students in 1995. Since the completion of an evaluation in 1997-98, an additional 19 Applied degree programs have been added. Today enrollment in these 27 programs is approximately 3,600 students. These Applied degree programs include 6 semesters of academic study and 2 semesters of paid work experience. They must meet a demonstrated labour market demand, build on institutional expertise and have strong support from business, industry and professional associations.

As with any new and innovative program, there have been some glitches along the way. Overall, however, the Applied Bachelors degree is a valuable credential and has brought heightened credibility to our colleges and technical institutes.

The province of Ontario is implementing Applied Bachelor degree programs as well. Their first 15 Bachelor of Applied Arts, Applied Science and Applied Business degree programs will be announced this Spring.

Applied Research and Commercialization

The majority of our 18 public colleges and technical institutes are actively engaged in innovation and applied research and are keen to enhance this role. To this end, the Council of Presidents is actively increasing awareness, exploring partnership opportunities with research agencies as well as with business and industry, and advocating for formal recognition of this role within the post-secondary system.

e-Learning

As in most jurisdictions, e-Learning has become an increasingly important imperative for all post-secondary institutions. The Council of Presidents has been actively addressing two e-Learning opportunities. The first initiative is the Alberta Supernet, a government initiative to connect 422 communities with high-speed broadband service by 2004. This broadband fibre optic and wireless network will connect schools, post-secondary institutions, health care facilities and libraries across Alberta. The demand for course delivery could be staggering.

The second initiative is the development of a business model for distributed learning. This model could include individual, collaborative, sector or system opportunities. To this end, Council has been working with consultants and private industry and expects to begin the development of a couple of pilot projects during 2002.

Socioeconomic Impact of our Public Colleges and Technical Institutes

A new and very exciting initiative currently in a preliminary planning stage is a project designed to define the economic and social benefits of our institutions to our provincial economy. To this end, the Council of Presidents is in discussion with Ccbenefits, an American consulting firm that developed an economic model for the Association of Community College Trustees. The model will require modification in order to meet the needs of our particular jurisdiction and data requirements. This is a very timely and critically important opportunity.

Leadership Development and Succession Planning

The demographics are such that there is a serious need to address the issue of succession planning for senior administration. This is true locally, provincially and nationally. To this end, institutions are increasing their attention to addressing leadership development issues and opportunities.

Concurrent with this need, is the profound challenge being faced by institutions to attract and retain qualified faculty and staff. This is particularly the case in such disciplines as Engineering, Nursing, ICT, Health Sciences and Trades. We simply cannot compete with compensation packages offered by private industry as well as provincial wage settlements in health care. Compounding this scenario is the unprecedented demand for post-secondary education and training. We are not alone. This problem is shared by all jurisdictions in Canada.

Implementation of a new sector Association

Application under the Society's Act to form a new Alberta Colleges and Technical Institutes Association is currently underway. All 18 public colleges and technical institutes will be members of this new Association. Concurrent with this effort is the hiring of an Executive Director. "Advocacy, advocacy and advocacy" will be the primary focus of this new Association.

Canberra Institute of Technology Supports International Students and Staff Development Opportunities

By Peter Veenker, Chief Executive and Director, Canberra Institute of Technology, Australia

The Canberra Institute of Technology is actively supporting international students and promoting the development of a number of new international activities that provide staff development and exchange opportunities. Recent examples of these have included study visits by students to the USA, and China and staff exchanges to Makassar, Indonesia. Our international students are also making a splash on the local scene and working closely with Australian businesses as the following story on one of our Sri Lankan students graduating in the Bachelor of Design outlines.

The Canberra Institute of Technology would be interested in hearing from any PIN members about potential activities that could provide opportunities for staff and/or student exchanges or development activities. Phone: 61

2 6207 3133, Fax: 61 2 6207 3109,

e-mail: peter.veenker@cit.act.edu.au or rod.brightman@cit.act.edu.au

International student activity

In 2001, the Canberra Institute of Technology saw an increase in international student activity of 30%. Two international students graduated from the Bachelor of Design (Fashion Design) from CIT's Faculty of Design and both of these students are now working in the fashion industry. One has returned to her home country, India and the other is working in Sydney.

Enrolments in Information Technology and Sports Studies have increased possibly as a direct result of the Sydney Olympic Games and the Beijing bid.

Enrolments for programs commencing in Semester 1, 2002 are strong with 670 enrolments recorded in Certificate, Diploma, Advanced Diploma and Degree courses across a number of disciplines.

CIT's International projects

The Canberra Institute of Technology is currently involved in international project work in a number of countries in South East Asia, including Brunei, Indonesia, Malaysia, Dubai, China, and Singapore.

CIT has developed a vibrant specialised fellowship training program which provides custom designed short course training to meet the needs of foreign public and private sector employees. Recent and forthcoming programs include:

- Environmental management - China
- Australian company law and business registration - China
- English for policing - China
- Trainer training - Malaysia
- Human resource management - Indonesia
- Executive secretarial training – Nepal

Crisis Communications Plan

By Joe Preusser, President, Central Community College

Welcome to a new year. The year **2002** has a special look as if the eyes of the world are looking at us. In truth there are eyes on us as we try to assimilate the events in New York, Washington, Israel, and Afghanistan.

In the aftermath of the September 11 terrorist attacks, we need to assess our priorities and strengthen our resolve to do better. As a nation we will recover, but America's unshakable sense of invulnerability has been permanently altered. Oceans to the east and west and friendly neighbors to the north and south did not prevent an attack us. With that in mind there is a need to review what Central Community College does in the time of a crisis. Central Community College is revising their Crisis Communication Plan. This is an important step if you consider that New York City's response to the World Trade Center event was remarkable but that Enron's handling of a failed merger may completely destroy the corporation.

The CCC Crisis Communication Plan says a situation may be a crisis when:

- You are taken by surprise.
- You are placed under outside scrutiny.
- You have insufficient information to respond immediately.

- You feel like the rush of events overcomes you.

The next two steps can be a feeling of panic and loss of control of the situation, but a crisis communication plan is intended to help us avoid this.

What does a crisis involve? Elements may include:

- People: Loss of life, injury, sexual assault, kidnapping, hostage situations.
- Products: Safety, tampering, contamination.
- Processes: Fire, explosion operational error.
- Issues: Health, environmental, taxes, quality of education.
- Security: Extortion, sabotage, theft, embezzlement.

What is the scope of a crisis communication plan? At the outset it should be understood that a Crisis Communication Plan, is not a Crisis Management Plan. A crisis communication plan deals with how we communicate with various constituencies during a time of crisis but does not deal with overall management of a crisis.

For example, if a learning lab is damaged by fire, senior administrators charged with crisis management will need to decide if, where, and how classes will be offered until the lab has been restored or replaced. This is part of crisis management. As part of the crisis communication effort, the various constituencies will be informed of that decision.

Central Community College's communication plan has four sections. The first one explains the levels of crisis and the procedures for each one.

The second section lists employees who comprise the Crisis Communication Team and their responsibilities. They include a crisis management team leader, a communications manager, a Board of Governors liaison, staff liaison, writer/assistant media liaison officer, telephone coordinator, personnel information coordinator, student information coordinator, facilities coordinator, traffic coordinator, press escorts, message coordinator, family services coordinator and a Chaplain.

The third section is a list of facilities on each campus that will be needed to implement the Crisis Communications Plan.

The fourth section describes the procedures for implementing the Crisis Communication Plan. Items included are the declaring a crisis, initial action, second steps, and follow-up.

Terry Blundell Retires, Tony Hanlon Takes the Helm

Lambton College Of Applied Arts And Technology

Tony Hanlon became the President of Lambton College in Sarnia, Ontario Canada effective March 4, 2002. He takes over from Terry Blundell, who was a strong PIN advocate during his presidency. His background includes 20 years of diverse experience in training, counseling and education. He holds a Bachelor of Arts (Psychology) from the University of Western Ontario, a Bachelor of Education from Laurentian University and a Masters of Education from Lakehead University.

Mr. Hanlon comes to Lambton College from Sault College in Sault Ste. Marie Ontario where he was the Vice-President, Academic and a member of the President's Executive Committee. During his 16 years at the Sault, Mr. Hanlon demonstrated a thorough understanding of strategic planning, comprehensive knowledge of the post secondary system and its partners and constituency groups, and highly effective communication skills. He is a proponent and sponsor of continuous quality improvement processes and has extensive experience in working with senior level administrators in both the private and public sectors.

Mr. Hanlon's record in education, distributed learning and partnerships combined with his innovative leadership style should prove a great fit with Lambton College. Mr. Hanlon replaces Terry Blundell who retired effective December 31, 2001.

Attracting New Members

PIN currently has members in Australia, Canada, Netherlands, New Zealand, the United

Kingdom and the United States. If you are aware of schools that are interested in becoming a PIN member contact Bill Warner, Executive Director, who will provide the institution with PIN information.

Membership is available in two tiers: full members and provisional members. All members should be technical/community or further education institutions, publicly or privately funded.

FULL MEMBERSHIP

The minimum criteria for full members are as follows:

• The institution should provide evidence that the President (or equivalent) is committed to the "Understanding" as described under "Purpose" of PIN.

• The institution should be committed to incorporating an international dimension into existing/future college programs and services.

• The institution should pay dues annually at the full rate as set by the PIN Executive Board.

Full and provisional members are sponsored by a current member and approved by a two-thirds vote of the PIN Executive Board.

Continued membership is dependent on meeting the minimum criteria for each tier and satisfying membership responsibilities as determined by the PIN Executive Board.

The membership of PIN is limited to 90 institutions.

PROVISIONAL MEMBERSHIP

The minimum criteria for provisional membership are as follows:

• The president/principal of the institution wishes to explore or expand its commitment to international education as described under "Purpose" of PIN.

• The institution pays half of the annual dues as set by the PIN Executive Board.

PIN Conference Schedule

2002 Annual Conference - June 19-16, 2002

Dudok College, Netherlands, and Barnet College, England, will co-host the conference.

2003 Annual Conference

Western Piedmont Community College, USA, will host the conference. Preliminary planning has been started and dates will soon be identified. The dates will be late June/early July 2003.

2004 Annual Conference

Canberra Institute of Technology, Canberra, Australia will host the conference.

2005 Annual Conference

Durham College, Oshawa, Canada will host the conference.

PIN Conference 2002 Program

Wednesday 19th June 2002

Time **Event Description**
19:30 Meet for dinner at Royal Chace Hotel, Enfield

Thursday 20th June 2002 Venue: Tudor Hall, Barnet College, Wood Street, Barnet

Time **Event Description**
09:30 Coffee and Welcome

Merger 2000– The process and its implication

John Skitt, Principal, Barnet College
Peter Stones, Head of Staff Development/Training, Barnet College
Ruth Lomax, Head of Marketing

International Issues

Overview and discussion of issues affecting member countries and college Delegates

Lunch

The NLCEN Partnership (North London Colleges European Network)

Cherry Sewell, NLCEN Manager,
International Link Co-ordinators and display of European activities

15:00 Return to hotel

Evening Dinner at the House of Commons, Westminster
Host and after dinner Speaker Sir Sydney Chapman, MP

Friday 21st June 2002 Venue: Grahame Park Site, Barnet College, Hendon

Time **Event Description**

09:30 ***The Learning and Skills Council and developments in post 16 education***
Verity Bullough, Executive Director, London North Learning & Skills Council

Coffee

Developing effective HE/FE Partnerships

Professor Michael Driscoll, Vice Chancellor, Middlesex University

Lunch

The work of the British Council

Peter Upton, Director of Education and Training, British Council

Business Partnerships

Roger Lloyd, Assistant Principal, Strategy & Business Development
Dave Tabernacle, Director of Enterprise & Business Services

Close John Skitt, Principal

16:45 **PIN Executive Meeting**, Royal Chace

Evening Barbecue Chez Skitt

Saturday 22nd / Sunday 23rd June 2002

At leisure to enjoy the sights of London and travel to Amsterdam.

Sunday 23 June 2002

Time **Event Description**

19:00 Meet for dinner at Hotel Golden Tulip Amsterdam Centre

Monday 24th June 2002

Time Event Description

09:00 *Depart from the hotel to the ROC van Amsterdam Campus*
Welcome and presentation about the role of a ROC: Challenges and social responsibilities
Mrs. Ankie Verlaan, Principal ROC van Amsterdam
Challenges in the globalizing world changes in Education/Training
Mr. Sander van der Eijnden, Dutch Ministry of Education
Intercultural Partnerships
Mrs. Prof. Dr Marie-Therese Claes from ICHEC, Brussels

Lunch

Presentation about integration of new citizens and other ethnic groups through education in Dutch society.

Discussion about international co-operation on faculty level

16:00 Cultural programme; city walk or similar

20:00 Dinner

Tuesday 25 June 2002

Time Event Description

09:00 *Departure from the hotel to the Dudok Campus in Hilversum*
European Support programmes, International Partnerships and the enlargement of the European Union
Mr. Manfred Polzin, ROCvA/Dudok College

International Comparison of qualification structures and historical backgrounds .

Mr. Karel Visser from CINOP; Centre for Innovation of Education and Training

First part guided tour of building

Lunch

Second part guided tour of building

PIN Business Meeting

16:00 Closure of the official part of the conference

Evening Depart for canal boat trip with dinner

For more information about this Newsletter or PIN contact:

Dr. Bill Warner, Executive Director - PIN

1087 Churchill Place

Shoreview, MN 55126 USA

Phone: 651-483-0299 Fax: 651-483-5821

E-mail: warne017@tc.umn.edu

PIN Website: www.pinnet.org