

PIN NEWSLETTER

Postsecondary International Network Spring 2011 Edition

Christchurch Polytechnic Earthquake Update

Christchurch, New Zealand was hit with a 6.3 earthquake on 22 February. Christchurch Polytechnic main city campus at Madras Street, which serves 80% of the students, is slowly recovering. There was mainly cosmetic damage to campus buildings, but the infrastructure for the CBD (water, power, sewerage) was seriously compromised. Civil Defence has given approval for restricted access to the majority of the Madras Street campus on Thursday 31 March and Friday 1 April, and some programmes will resume at the campus from Monday 4 April. Sullivan Ave Campus has been operational since Monday 14 March. The Lincoln University Campus staff is working hard to ensure access to all the necessary services that will support your studies at Lincoln.

Fortunately, there were no deaths or serious injury to staff or students on campus during the quake. However, Kay Giles, Christchurch Polytechnic CEO, lost her home. The whole polytechnic sector has rallied round and Kay knows she will have all the help she needs – when she knows what that is. However, it is possible that some courses will have to be relocated to other cities.

Christchurch itself is seriously damaged – with expectations that tens of thousands of homes will be demolished, whole streets abandoned, and a third of the CBD demolished. It is expected to cost upwards of \$20B to rebuild, and take 10 – 15 years to do so. As Christchurch generated 15% of the NZ economy, there will be a significant impact on all New Zealanders – just what was not needed in the middle of a recession. Meanwhile, the aftershocks continue.

Christchurch Polytechnic Institute of Technology Crucial to Christchurch Recovery College News Release

Minister of Tertiary Education Steven Joyce and Earthquake Recovery Minister Gerry Brownlee visited CPIT's Sullivan Ave campus on March 17 to discuss the reoccupation of the city campus in Madras Street, trades education for the Canterbury region and international student support.

Minister Joyce said that with its volume of students, CPIT is crucial to the recovery of the central city. He was impressed by the way CPIT has managed to get up-and-running at its Sullivan Ave campus, but highlighted that the challenge was now to get Madras Street operational.

With the vast majority of Christchurch's central business district reduced to rubble, CPIT has become the focus of trades training for the Canterbury region. Minister Joyce acknowledged that CPIT, as a leading provider of training for the construction industry, would be central to trades training during the recovery phase and critical in the development of CPIT's re-establishment of its central business district.

Earthquake Recovery Minister Gerry Brownlee also emphasized CPIT's role in the development of trades training for the Canterbury region. He said CPIT would become the place to be for trades

training and, in particular, those wanting career-training for the construction industry should be exploring their training options at CPIT.

With widespread concern regarding Christchurch's international student retention across the city's main tertiary education providers, Minister Joyce was confident CPIT's international student population would return once the city campus re-opened.

CPIT Council Chair Jenn Bestwick said CPIT had excellent relationships with its international agencies, and that the institute was working hard to reassure people that CPIT was operational and that its Madras Street campus was due to open shortly. During the Minister's visit to CPIT's Sullivan Ave Campus, Minister Joyce had a short tour of the campus and spent time with CPIT's School of English Language students – all of which are from overseas.



Tertiary Education Minister Steven Joyce (middle, pictured with CPIT CEO Kay Giles) met students from CPIT's School of English during his visit to CPIT's Sullivan Ave campus.



Innovative Ways to Enhance the Student Experience

The 2011 PIN Conference in Alberta, Canada is fast approaching! Our interesting and exciting program contains lots of opportunity to learn from and with your colleagues—and, of course, we'll show you the very best of our famous Western hospitality.

Registration

The Registration form, along with accommodation and travel information, is posted on the PIN website (www.pinnet.org). **The deadline to register has been extended to April 22.**

Cost (in Canadian dollars)

Conference Costs: Delegate Fee \$1,000
Companion Fee \$ 900

Includes: meals listed in the conference itinerary, ground transportation in Edmonton, Olds and Calgary, social/cultural excursions

Excludes: meals not listed in the conference itinerary, hotel accommodation, airfare, airport/hotel transportation

Itinerary-at-a-Glance* for Delegates and Companions

Sunday, June 12 (NAIT – Edmonton): Delegates and Companions follow same itinerary

3:00-5:00 PIN Executive Meeting
3:00-5:00 Conference Registration and Check-in at Fairmont MacDonald
6:15-7:30 Welcome Reception at Fairmont MacDonald

Monday, June 13 (NAIT – Edmonton)**Delegates:**

7:30-8:30 Networking Breakfast at NAIT
8:30-9:00 Opening Remarks and Agenda Overview
9:00-10:15 Keynote session: Enhancing the Student Experience – Jill Shaver
10:15-12:15 Facilitated Dialogue among Delegates
12:30-2:00 Lunch – Ernest’s Dining Room, NAIT
2:00-4:00 Institutional Presentations
6:00-8:30 Tour and Dinner at Art Gallery of Alberta

Companions:

7:30-8:30 Networking Breakfast at NAIT
8:30-12:30 Cooking lessons at NAIT, under the tutelage of Professional Cooking Program chefs
12:30-2:00 Lunch – Ernest’s Dining Room, NAIT
2:00-5:30 Shopping/sightseeing at West Edmonton Mall, North America’s largest shopping complex
6:00-8:30 Tour and Dinner at Art Gallery of Alberta

Tuesday, June 14 (NAIT – Edmonton)**Delegates**

8:30-11:00 Tour of NAIT and profile of student experiences
11:30-1:00 Lunch at NAIT
1:00-4:00 Tour of Muttart Conservatory, Alberta Museum, and Legislature

Companions

8:30 – 11:00 Free time or join delegates on tour of NAIT/profile of student experiences
11:30-1:00 Lunch at NAIT
1:00-4:00 Tour of Muttart Conservatory, Alberta Museum, and Legislature

Wednesday, June 15 (Olds College – Olds) Delegates and Companions follow same itinerary

8:00-10:00 Travel from Edmonton to Olds
10:00-11:00 Fine Arts & Multi-Media Centre – Welcome to Olds College and Institutional Presentation
11:00-11:45 Tour of Community Learning Campus
11:45-1:00 Western Ranch Cookout
1:00-3:00 Tour of Olds College Campus and Tea in the Botanic Gardens
3:00-4:00 Applied Research Demonstrations
4:30-7:30 Dinner and Entertainment at Diamond Buffalo Ranch
7:30-8:30 Travel from Olds to Calgary; check-in at Sheraton Eau Claire

Thursday, June 16 (SAIT – Calgary)**Delegates:**

8:30-9:15	Welcome breakfast at SAIT, with ceremonial aboriginal blessing
9:15-10:15	Session: Applied Research – innovative ways to enhance the student experience
10:45-12:00	Session: Aboriginal Learners – innovative ways to enhance their experience
12:00-1:30	Lunch – Highwood Dining Room, SAIT
1:30-2:30	Tour of SAIT
2:30-4:00	Institutional Presentations

Companions:

8:30-9:15	Welcome breakfast at SAIT, with ceremonial aboriginal blessing
9:15-12:00	Bread Braiding at SAIT, under the tutelage of Baking and Pastry Arts Program chefs
12:00-1:30	Lunch – Highwood Dining Room, SAIT
1:30-5:00	Behind-the-Scenes at the Calgary Zoo: join the lion keepers for an unforgettable afternoon

Friday, June 17 (SAIT – Calgary)**Delegates:**

8:30-10:15	Session: Health Programs – Paramedic Training and Simulations OR Session: Energy Programs – Wellsites and Living Labs
10:15-12:00	Session: Trades and Technology Complex – Designing Facilities for Our Future Learners
12:00-1:00	Lunch at SAIT
1:00-2:15	Session: Innovative Study Abroad Opportunities: Leveraging Institutional Relationships
2:15-4:00	PIN Business Meeting
6:00-8:30	Closing dinner and White Hat ceremony at Valley Ridge Golf and Country Club

Companions:

8:00-4:00	Day trip to Drumheller and the Badlands: Alberta's answer to the Grand Canyon
6:00-8:30	Closing dinner and White Hat ceremony at Valley Ridge Golf and Country Club

Saturday, June 18 (SAIT – Calgary)

Optional day:	Relax in the Rockies – Golf at the Banff Springs Hotel OR Sightsee and Shop in Banff. Transportation and breakfast are provided; other costs are the participant's responsibility. For more information and to register for the optional day, please e-mail Susan Radke at susan.radke@sait.ca .
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* itinerary subject to change

Future PIN Conferences**2012 PIN Conference - Bahrain is the host country**

Bahrain Polytechnic agreed to host the 2012 conference. The projected conference dates are sometime in October 2012. The PIN conference will be presented in conjunction with an education conference hosted by the Crown Prince. John Scott felt that making the connection with the Crown Princes' conference would expand the opportunities of the PIN conference.

2013 - PIN Conference Location - It is anticipated that Australia would host the conference in 2013.

New Member - Community Colleges of Spokane

Founded in 1963, Community Colleges of Spokane is a dynamic community college district serving some 38,600 students a year, spread across a 12,300-square-mile service district in Eastern Washington.

Along with traditional college campuses like Spokane Community College and Spokane Falls Community College, CCS also delivers a variety of educational programs through the versatile

Institute for Extended Learning, which coordinates rural outreach, business and community training, adult literacy services – and Spokane County Head Start/ECEAP/Early Head Start!

Centers of Excellence at Community Colleges of Spokane are programs or clusters of programs that significantly impact the region with their contributions to workforce development and community enrichment.

- **Aerospace** - With more than 160 students enrolled in aerospace and related programs at Spokane Community College and Spokane Falls Community College, Community Colleges of Spokane is an educational leader helping to meet the statewide and regional need for skilled aerospace workers.
- **Allied health** - Almost 850 students currently are preparing for high-paying, challenging jobs in more than 30 different allied health programs at Community Colleges of Spokane. We provide the health care industry – Spokane’s top employer -- with hundreds of graduates who consistently demonstrate excellent clinical skills and knowledge in patient care, rehabilitation services, and in health information technology.
- **Adult education** - Community Colleges of Spokane’s Institute for Extended Learning helps students of all ages and knowledge levels transition successfully as they pursue their educational goals. In a region where between 8 and 10 percent of adults do not have functional reading and writing skills, the IEL is a critical resource to community and workforce development. During the 2009-10 academic year, the IEL served 5,500 students taking adult basic education courses, 2,900 students taking English as a Second Language courses, and 1,190 students taking GED courses. On average, the IEL serves about 1,000 immigrants and refugees a year.
- **Star faculty** - Great faculty are at the heart of all CCS Centers of Excellence. They are experts in their fields, educational innovators and highly respected by their peers and students.

New Member - Open Polytechnic, New Zealand

Open Polytechnic is government-owned and funded, delivering courses throughout New Zealand and internationally. All courses meet rigorous and transparent quality standards. They are either accredited by the New Zealand Qualifications Authority or approved by the Institutes of Technology and Polytechnics Quality (ITP Quality).

There is industry involvement in the development of most courses and programmes and close relationships are also maintained with appropriate professional and industry bodies. Over 100 qualifications and 1,200 courses staircase from certificate to diploma and degree level (Levels 1–7 on the National Qualifications Framework). They range from technical and vocational training to higher professional and continuing education.

Open Polytechnic began life as the Technical Correspondence School in 1946, providing resettlement training for returned servicemen and women following World War II. In 1963, it became the Technical Correspondence Institute (TCI) and began offering national training in trade’s subjects.

As part of wider education reforms, the institution was renamed The Open Polytechnic of New Zealand in 1990, becoming the specialist national provider of open and distance learning at tertiary

level. The following years were a period of profound transformation, with many new programmes and courses introduced in response to market demand.

Open Polytechnic also adopted internationally proven models for distance learning course design, student support and quality control. In a new phase, Open Polytechnic is now developing an expanding range of online courses and services.

The objective of governance and leadership at Open Polytechnic is to ensure the organisation develops and maintains a clear strategic direction, sound academic policies and regulations, robust reporting, monitoring and control mechanisms and engages its key stakeholders.

Open Polytechnic is governed by a Council and managed by Caroline Seelig, Chief Executive, supported by an Executive Team.

Vision/Ngā Wawata

New Zealand's first choice for open, flexible learning.

Mission/Kaupapa

We strive to support vocational lifelong learning and national development goals through innovation and excellence in open, flexible learning.

New Member - Red River College

Red River College never stops growing. In size: new facilities and technology are introduced constantly. In numbers: enrolment is increasing every year. And, in reputation: our students continually excel in their jobs after graduation.

- Manitoba's largest institute of Applied Learning
- More than 32,000 enrolments
- More than 110 full-time programs
- Eight campuses in Manitoba
- Continuing and Distance Education
- State-of-the-art equipment and facilities
- Instructors with industrial expertise
- 97% graduate employment rate
- 94% graduate satisfaction rate

At RRC, we take pride in our students' achievements because they're the reason we're here. Our goal is to provide the highest quality education available — leading our learners straight to employment. We strive to keep our curriculum on the cutting edge through partnerships with industry and by using state-of-the-art equipment.

Our aim is to steadily meet and exceed the job market's evolving requirements. That's why we employ a committed staff and faculty dedicated to ensuring each student is armed with the knowledge, experience, and confidence to succeed in today's multi-skilled workforce.

Vision and Mission

Red River College is renowned for providing accessible, innovative, applied learning and research in an advanced environment, creating skilled graduates to drive the Manitoba economy. The mission of

RRC is to enable students to build a career, enhance quality of life, and contribute to Manitoba's economic and social prosperity through exceptional applied education and research.

The Industrial Vocational Education Centre, the forerunner of Red River College, was established in the mid-1930s at 331 Henry Avenue in Winnipeg. Three Winnipeggers - R.J. Jones, T.O. Durin and Otto Peters - started evening programs to train unskilled and unemployed youth in various trades.

By 1948 the majority of veterans had been retrained for peacetime occupations and the centre was then opened to the community under the name Manitoba Technical Institute (MTI). It was the first permanent, public, post-secondary, vocational school in Manitoba.

In December 1969 Manitoba joined the North American movement in post-secondary education toward the creation of "community colleges". The concept of fully integrating vocational and technical training centres into the community they served led to the renaming of the complex to Red River Community College. By 1970 the College was serving almost 10,000 full-time and part-time students annually.

Today, Red River College serves almost 40,000 learners each year and employs more than 900 full- and part-time employees throughout the province. It has gained a reputation for graduating skilled, knowledgeable and motivated individuals able to immediately become contributing members of the workforce. The College has earned this reputation through its ability to change and adapt quickly as dictated by the developments and demands of students, business and the community.

New Member - Kingsborough Community College

Founded in 1963 and part of The City University of New York (CUNY) system, Kingsborough Community College's beautiful 70-acre waterfront campus is located in Manhattan Beach, on the southern tip of Brooklyn, New York.

Named one of the top community colleges in the country by The New York Times, KCC offers a wide range of credit and non-credit courses in the liberal arts and career education to all students with a high school diploma or GED. Most classes have fewer than 30 students, allowing professors to teach through hands-on learning and group discussions, using the latest technology, such as smart classrooms and video-conferencing rooms.

Kingsborough's academic calendar is divided into two major semesters, each consisting of a 12-week module, followed by an optional 6-week module. A unique 2-for-1 policy allows most NYC residents who enroll in the major semester as a full-time student to attend the 6-week module for free.

Kingsborough offers a number of programs for special populations including the My Turn program, which allows NYC residents 60 years or older to attend college tuition free; College Now, a unique partnership with area high schools to prepare students for college-level work that is now being replicated by colleges throughout the city; and New Start, which offers students who have had difficulty in college a second chance to succeed.

Fast Facts

- Number of Students: Approximately 18,000 credit students; 21,000 continuing education students

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- Full-time Tuition: \$1,575 + student fees per semester for NYC residents; Per credit tuition ranges from \$120 — \$250 per credit, depending on residency. Payment plan available
 - Kingsborough Community College was named one of the top community colleges in the United States by the *New York Times* (2007).
 - According to Community College Week, Kingsborough consistently ranks in the upper half of the top 100 community colleges in the country to award Associate degrees to minority students and the number of Associate degrees awarded in total.
 - KCC's Learning Communities model continues to earn praise: a study released recently showed that the program increased by more than 13% the number of students likely to pass the reading and writing assessment tests required to further their education in their first semester.
 - Kingsborough received an award from Phi Theta Kappa, the national community college honor society, for the chapter with the largest growth.
 - KCC presents hundreds of free and low-cost community events each year including a free summer music festival; a best-selling author series; performances for children and classes; and a performing arts festival.
 - KCC's Athletic Department offers a variety of intercollegiate teams including men's and women's basketball, track, tennis, baseball, and soccer teams and women's volleyball. KCC is a member of the NJCAA and the CUNY conference.

PIN Membership Leads to Entrepreneurship Partnership **College News Release**

PIN membership has resulted in a partnership between Central Community College in Nebraska and Bahrain Polytechnic in the Kingdom of Bahrain to create a proposal for a three-year partnership to strengthen the capacity of Bahrain Polytechnic through the promotion of entrepreneurship, according to CCC president Dr. Greg Smith.

The collaborative effort received a \$60,000 grant through Higher Education for Development (HED) in cooperation with the U.S. Department of State, U.S. Agency for International Development (USAID) and U.S. Department of Education as part of the Broader Middle East and North Africa (BMENA)-U.S. Community College Entrepreneurship Proposal Development.

Bahrain Polytechnic staff will visit CCC in June to attend a workshop on entrepreneurship and meet with college staff to discuss entrepreneurship curriculum development. Staff from the two colleges also will develop a proposal for a three-year grant to fund entrepreneurship training that will grow out of the planning process.

Olds College Announces Canadian Institute for Rural Entrepreneurship **Submitted by Tom Thompson, President - Olds College**

Providing significant educational and career development opportunities in a niche that is essentially untapped, Olds College announced the creation of the Canadian Institute for Rural Entrepreneurship (CIRE).

“This represents another in a series of educational milestones in Olds College's long history of supporting the agriculture and agri-food sectors through real life, hands-on learning opportunities,” said Dr. Tom Thompson, Olds College President. “We will now be able to provide enhanced learning

opportunities and applied research services designed to support the small to medium sized enterprises in rural Alberta and, quite frankly, Western Canada.”

"Many Albertans would be surprised to learn that over 55 per cent of Alberta's 400,000 business enterprises are in rural Alberta," said Dr. Robert Wilson, Olds College Vice-President Academic and Research. "Increasingly, these businesses are growing outside of the traditional sectors that dominate the rural economy. In order to be successful these firms require extension support similar to what the agriculture production sector has enjoyed over the years."

The presence of a healthy and growing small and medium-sized enterprise sector in rural communities is critical in helping them to retain human capital and maintain their viability. Initially, work within the CIRE will focus on rapidly emerging new sectors in the rural economy such as farm-fresh food sales (farmers markets), the production of high value food products and ingredients, and rural manufacturing enterprises.

Located on five acres of Olds College land south of Highway 27, the \$12-to-\$14 Million institute will be a part of an upscale hotel, restaurant and conference centre built in close proximity to existing research and production facilities. The new venues will contain specialized learning environments designed to support the work of the CIRE. Construction, operation and management of the hotel convention centre and other facilities will be the responsibility of Pomeroy Inn and Suites Inc. "As the premier provider for hospitality services in Northern Alberta, we greatly value the opportunity to partner with Olds College in such a meaningful way," said Ryan Pomeroy, President of Pomeroy Inn and Suites Inc. "This new facility in Central Alberta will bring numerous benefits to the community on many levels."

In addition to its own resources, Olds College will bring to life the Campus Alberta ideal by collaborating with important post secondary and private-sector partnerships in the development of the institute, including affiliations with similar education and training organizations in Canada and Europe. Private-sector partnerships also have a critical role to play in supporting the CIRE as it establishes new training facilities for the demonstration of high value food products within the Pomeroy Convention Centre.

What's New with the PIN e*Leadership Tool

Submitted by Kerri Ferguson, General Manager, Innovation and Creative Industries

Box Hill Institute has developed a new online leadership capability tool which will enable PIN delegates to access the capability of managers through the various stages of their careers.

As outlined at the 2010 PIN Conference in Maui, the tool will provide managers with the opportunity to self assess, and liaise with senior management to develop the structure for professional development programs. These programs will assist individuals achieve their professional goals.



Some exciting enhancements have been included in the 2011 version of the tool.

The tool is now user friendly and features improved reporting formats. The changes include:

- Additional screens with detailed instructions for administrators
- Links now appear as buttons – easy to identify with improved navigation
- A colour key has been added to report views - easier to understand the meaning behind assessment outcomes
- An explanation of the available reports is now provided making it easy to identify the information required
- Map your own leadership framework to the International Leadership Model

One of the user organisations created a customisation model which included mapping the PIN capabilities against organisational capabilities. Member organisations can utilise the PIN framework and internal competencies to enhance succession planning and leadership development programs. As well as the improved user experience, two new reports have now been added.

Report 1: With the click of a button, a report can be generated on the top 20 skills in your organisation.

Team this report with the existing report showing the top 20 skills gaps for a snap shot of the top and bottom 20 ratings skills as based on assessments performed using the PIN tool.



Report 2: The Leadership Capability Tool can now show a capability summary.

Based on the assessments performed during the PIN tool, this report provides an average score for each capability. This report can be used to benchmark individual or group assessments against all assessment data within the database.

Additional information can be found at the PIN website: www.pinnet.org.

Northeast Minnesota Higher Education District Cooperation with Business College News Release

The scenery in Northeast Minnesota is as beautiful as ever and the business landscape is changing fast. New companies have chosen to relocate or expand in Northeast Minnesota over the past few years, tapping into a growing pool of skilled workers.

Iron Range Resources & Rehabilitation Board (IRRRB) is the region’s economic development agency, yet it is steeped in workforce development efforts. Each year the agency invests millions of dollars into local business development, community development and workforce development—all to create an environment where businesses can thrive. “We ask businesses one simple question when they come to our region: How can we help?” said IRRRB Commissioner Tony Sertich.

In addition to meeting the financial needs of new or expanding businesses through loans, bonds and other forms of assistance, IRRRB helps to meet the human resource needs of businesses that need to find, hire and train new employees. “We know a top concern among businesses today is having a well educated and productive workforce,” Sertich said. “Businesses want to relocate or expand near centers

of excellence or talent development. We are a region where companies can expand and find the talent and training they need.” The region is truly advantaged due to the fact that the educational system recognizes that they play an important role in economic development.

The five colleges that make up the Northeast Higher Education District (NHED) pride themselves on developing genuine relationships with business and industry. In 2008 NHED President Sue Collins began meeting with local business leaders to hear how local colleges could better meet their education and training needs. In response to their recommendations, NHED will launch five additional programs this year: industrial systems technology, electrical process automation, chemical technology, industrial construction and executive office management.

President Collins has continued the dialogue with business and industry through the formation of the General Program Advisory Committee (GPAC), which is comprised of local business and industry leaders who advise the president as to the pulse of the regional economy and recommend educational programs. “It is critical to be connected with business and industry,” Collins said. “That’s the only way to ensure our programs are relevant to their needs. I believe this connection enhances workforce development and provides a competitive advantage for our business and industry partners.”

Together NHED and IRRRB have developed a comprehensive talent development strategy aimed at creating, retaining and sustaining an educated and well-trained workforce within the region. Committed to what IRRRB and NHED call “education-based economic development,” IRRRB provides funding to strengthen high school technical education programs, expand college programs, and increase customized training opportunities for businesses. It’s an investment that seems to be paying off.

Bendigo TAFE Visits New Zealand on Sustainability in Education - PIN Visit Program

By Eddie Castle, Bendigo TAFE

During January this year I was fortunate enough to complete a study tour of New Zealand’s south island visiting Otago and Christchurch Polytechnics. I would like to thank the PIN executive and the Bendigo TAFE executive for providing me with this opportunity and a special thanks to the Chief Executives of both Otago and Christchurch Polytechnics for allowing me to visit their Institutes.

My tour commenced at Dunedin on Tuesday the 25th of January where I visited Otago Polytechnic and was greeted with a warm welcome (Mihi Whakatau). During my time in Dunedin I spoke with many staff from across the whole Institute, with conversations focusing on the journey they have taken in becoming a leader in sustainable practices within the education sector. The chance to actually see what this Institute has achieved over the past few years and listening to the staff involved in this was an extremely valuable experience for me and I believe this will benefit Bendigo TAFE and help meet its sustainability objectives.

Following on from my visit to Otago I travelled north to Christchurch (along the scenic route through “Southern Man” country). Whilst only a short visit my time at Christchurch Polytechnic was also a valuable experience, especially when looking at the comparisons between both institute and the different theories and directions they have taken. I would like to thank all the staff that took the time out of their busy day to spend time with me.

The network extended to an introduction to Dr Barry Law. Barry is a leading consultant working in the sustainability field who was engaged by both Otago and Christchurch Polytechnics to review their sustainability strategies and progress. Barry has since visited Bendigo TAFE and provided a presentation to our leadership team, sharing many insights on the journey of sustainability.

The networks that were developed, and the generosity and openness of the people involved in both the tour and programs from each polytechnic seem typical of everyone who has a passion for the topic of sustainability in education. Their wiliness to share the knowledge and process they have experienced will be an invaluable resource for Bendigo TAFE with lifelong partnerships formed to match the lifelong learning that is required for everyone to participate in and develop the sustainable future that we need.

PIN Colleges to Test New Voluntary Accountability System **BY CC TIMES, *Published January 11, 2011***

The American Association of Community Colleges (AACC) and its partners on a new voluntary national system to gauge students' progress and completion have announced the 40 colleges that will test the framework, including PIN members: **Central Community College, College of Lake County, and Western Iowa Tech Community College**

The Voluntary Framework of Accountability (VFA) is designed to provide accurate data, operational transparency and the ability for colleges to benchmark student progress and completion data against peer institutions. AACC, the Association of Community College Trustees and the College Board are developing the VFA, with funding from Lumina Foundation for Education and the Bill & Melinda Gates Foundation.

The pilot colleges include 37 institutions, two state-wide systems and one multi-college district in 29 states. Starting in mid-January, the colleges will test metrics that community college professionals developed over the last several months. The project fills what community college advocates have seen as a void in measures appropriate for two-year colleges.

“Many traditional measures of institutional effectiveness don’t work well for community colleges,” said AACC President Walter Bumphus. “For example, most are pegged to full-time students, and the majority of community college students attend part-time. Our overarching goal is to develop measures appropriate to our mission that clearly tell students and policy makers how we’re doing.”

VFA pilot colleges will work from a draft manual developed by four VFA working groups, a technical committee and a national steering committee comprising research experts and educators from the college community. The participating colleges will determine how feasible it is gather the proposed data and their usefulness to colleges.

“Pilot testing is a critical part of developing the VFA,” said Kent Phillippe, AACC’s senior research officer and director of the VFA initiative. “We want to learn from the pilots the utility of the measures and feasibility of reporting this data for all types of community colleges.”

AACC plans to discuss some preliminary findings of the demonstrations at its annual convention in April. VFA working groups and committees will review final data this summer and begin to analyze how much it would cost interested colleges to participate in the initiative.

Adam Smith and STC Global Announces International Training Partnership

College News Release

Scottish based learning and development specialist STC Global has signed an international partnership with Adam Smith and Forth Valley Colleges.

Based from the Company's Abu Dhabi operations base STC Global will develop and deliver learning solutions in tandem with both Adam Smith and Forth Valley Colleges. The partnership will offer turnkey training and learning solutions across the Gulf States, with products ranging from customised Management Academies to Internationally accredited HSEQ solutions.

Mark Rushton, Development Director of STC Global is delighted to confirm that the partnership is active with immediate effect; Mark said: "I believe that by partnering with Adam Smith and Forth Valley the quality and scope of what the Abu Dhabi based business can offer will improve substantially. To offer turnkey training solutions to our international clients we needed to seek out the partner best placed to meet the needs of a very challenging yet rewarding region. Naturally the 'fit' between our respective businesses also needed to be right, and with Adam Smith and Forth Valley it is just that."

For the Colleges the opportunity was there to support an extensive yet well protected market through the STC Partnership as Adam Smith College's Assistant Principal for Market Development, Ray McCowan explains: "I am pleased that STC Global's hard work over the past 18 months has paid off to secure the Petroleum Services Licence in Abu Dhabi. Both Forth Valley and Adam Smith Colleges have great vision and saw the unique positioning we could offer by working together with STC Global to serve the Gulf States. As a partnership we are stronger in a number of key areas including the portfolio of products we offer and the creative solutions we can put into place for individuals and companies."

Dr Wendy Livingstone, Associate Principal, Business and Innovation at Forth Valley College said: "Everyone involved has worked tirelessly to reach this key milestone in the life of the partnership. Both Colleges and STC Global are fully committed to delivering the highest standard of professional training within Abu Dhabi and have an excellent track record of delivering client-centred focused solutions to the Oil and Gas sector in the Middle East."

Eastern Institute of Technology's Combined Staff Meet on Taradale Campus

Eastern Institute of Technology News Release

Staff from EIT in Hawke's Bay welcomed colleagues from Tairāwhiti onto the Taradale campus this week in a historic first face-to-face coming together since the two tertiary institutes officially merged at the start of the year. A powhiri was staged on EIT's marae, Te Ara o Tawhaki, to greet the Tairāwhiti contingent who had travelled to Hawke's Bay by bus.

Addressing mingling staff members, kaumatua and kuia associated with both campuses and local iwi, EIT chief executive Chris Collins noted the importance of this occasion welcoming Tairāwhiti staff into the institution. This provided an opportunity for building and cementing relationships. Future celebrations would encompass those in the wider community who had played a significant part in promoting and supporting the merger of Tairāwhiti Polytechnic and EIT Hawke's Bay, Collins said.

The focus of the day's events was 'staff spending time together', including those based in EIT's regional learning centres which now span the East Coast from as far north as Hicks Bay to Central Hawke's Bay in the south. The programme included a performance by EIT Hawke's Bay's kapa haka group, a tour of the Taradale campus facilities, a luncheon for more than 200 people in EIT's Whare Matoro and a combined staff photo taken on the Oval, in front of the Twist Library. The visit was an extended experience for new staff from Tairāwhiti, who stayed on for a two-day induction.

Tertiary Education Minister Steven Joyce approved the merger of Tairāwhiti Polytechnic and EIT Hawke's Bay on 1 January. EIT's roll is expected to top 4200 equivalent full-time students this year.

Despite the compressed timeline for effecting the merger, Collins said the transition had gone ahead smoothly and efficiently. 'We are pleased enrolments at both campuses are tracking ahead of last year and also that there had been such a positive response to the merger from the Tairāwhiti community.'

Century Selected to Join the National "Achieving the Dream" Network Century College News Release

Century College, in Minneapolis/St. Paul in the USA has been selected to join the national "Achieving the Dream" network, an organized effort to help American colleges focus on improving student achievement. Century is the first and only college in Minnesota that has been asked to join the program.

Achieving the Dream is a national nonprofit that includes 160 institutions in 30 states. Participating colleges receive expert help in identifying strategies to improve student success, close achievement gaps and increase retention, persistence and completion rates.

As an Achieving the Dream institution, Century will develop and implement research-based policies and practices based on analyses of its institutional strengths, problem areas and achievement gaps. Century has committed to assessing the effectiveness of these policies and practices, institutionalizing the approaches that prove successful, and sharing the findings widely. Through Achieving the Dream, Century will have the opportunity to learn from other Achieving the Dream institutions, and receive assistance from experienced practitioners in building a culture of evidence campus-wide, using data to identify problems, set priorities and measure progress toward increasing student success.

In recognition of Century College's selection, the American Association of Community Colleges (AACC) sent a congratulatory letter. In that letter it states: "AACC continues to support the national completion challenge to increase by 50% the number of students who will obtain certificates and degrees by 2010. Achieving the Dream colleges, which are at the forefront of the effort, are also open and forthright about current performance – and the need to do what it takes to improve. This work is not only unprecedented, but it is also imperative if we are to have a sound, competitive economy and a well-functioning democracy."

Century was selected largely because of its commitment to its "Bridge to Success" initiative, which involves establishing learning communities, mandating a "New Student Seminar" course for developmental reading students, embedding tutors in courses and assigning faculty to be academic advisors using the GPS LifePlan, a comprehensive planning program for students that links academic effort to career goals.

“Century is dedicated to improving student learning and helping students finish what they start,” said President Larry Litecky. “On behalf of our students, we are delighted to join the purposeful work of Achieving the Dream.” Participating in Achieving the Dream will formally link Century to the best community colleges in the country. Century faculty and staff will gain a deeper understanding of national promising practices in improving student success.

“Closing achievement gaps and improving student outcomes is extremely difficult work. The ambitious commitment of Century College is commendable,” said William Trueheart, President and CEO of Achieving the Dream. “Adding 30 colleges to the Achieving the Dream national reform network means that 300,000 more students now have a better chance of earning a degree or credential, realizing greater economic opportunity, and achieving the American Dream.”

ILI (Intercultural Leadership International) Discovery **Leadership development with an intercultural perspective.**

Submitted by Joe Sertich, President Emeritus, Northeast Minnesota Higher Education District

The world is a shrinking place. Gone are the days when home meant the house you were born in; the town where you grew up. Today “home” is redefined as the place you live in *now*, or more simply put – the world. Whether you live in a rural community, work in a fast-paced urban office, or teach at a college tucked away in remote mountains – all around us we see the blending of cultures and the diversity that comes forth. The question is, how do we thrive in this intercultural world we live in? How do we learn to value it as an asset and use it as a resource? As leaders and decision-makers, you are likely already aware of the ever-pressing need to take advantage of an opportunity – to embrace the growing intercultural nature of the world. In order to improve communication and build on the efficiency of your team, it is important that you move forward with your best work. There are challenges in developing leadership through an intercultural lens. The program we developed provides the necessary external objectivity and technical assistance to produce sustainable results. ILI Discovery is a transformational leadership program. It fosters a greater understanding of the growing intercultural presence in today’s working world and provides training to develop the skills and strategies necessary to navigate this environment within the context of an organization. We measure an organization’s unique climate, culture, equity, and intercultural effectiveness, then design strategies and interventions to assist staff in improving its intercultural effectiveness. Goals and desired outcomes are placed at the heart of the program. Prior to the start of the program, the Intercultural Development Inventory (IDI) is administered to measure intercultural sensitivity and an individual’s or group’s fundamental worldview orientation to cultural difference, and thus the individual’s or group’s capacity for intercultural competence.

While the program is tailored to an organization’s unique need and context, a general framework is used to implement a customized and comprehensive organizational intercultural effectiveness program. These components are:

- 1) **Pre-testing** – administering an organizational cultural assessment and performing a brief organizational scan.
- 2) **Implementation Phase** – creating and implementing a training and professional development curriculum that utilizes various activities and interventions to enhance the intercultural effectiveness and leadership skills of staff.
- 3) **Evaluation Phase** – evaluating the entire project through a post-test framework in order to measure the success of the outcomes initially determined.

Outcomes unique to an organization are defined and used as a guide to design and implement the program. Examples of outcomes might be:

- Creating a community of practice excellence among staff.
- Expanding worldview perspective to effectively understand and navigate complex cultural reality.
- Creating an organizational climate of respect.
- Creating an atmosphere of welcome and celebration of differences among staff and between staff and different cultural communities.
- Generating informed discussion among staff on the subject of intercultural effectiveness.
- Discovery of personal intercultural leadership potential and its benefit to the leader, their staff and organization.
- Creating awareness of the importance of leadership and cultural assessment in identifying beliefs, attitudes and behaviors that affect staff and the various communities in which your organization exists.
- Building upon strategic skills for managing intercultural conflict and change.
- Developing competence in staff for relating and managing effectively to personality styles using the DiSC Classic 2.0.
- Implementing strategies for developing and coaching others to success.

Since I joined PIN over a decade ago, I've been intrigued by the influence of culture on leadership. So, in the past two years I've joined with seven others to develop an enterprise to build off of the intercultural success of my business partner, Okokon Udo. Intercultural Leadership International (ILI), is a team consisting of highly qualified and experienced professionals in the fields of intercultural communication, organizational development, and leadership effectiveness. To learn more about the ILI Discovery experience, check out our website at **ILIDiscovery.com** or contact me directly. An open enrollment program is scheduled in May and August in St. Paul, MN - USA for those wanting to send one or two representatives from their organization as a way to assure it will be a good fit for your institution.

Gen-i Partnership Brings Benefits to NMIT Business and Arts Students **Nelson Marlborough Institute of Technology News Release**

Local information communications technology company Gen-i has announced a comprehensive industry partnership with Nelson Marlborough Institute of Technology that spans both the School of Arts and Media and the School of Business. The partnership will bring benefits to students in several ways. It includes a Gen-i scholarship for the Business School supporting its Bachelor of IT students who choose to major in the new ICT infrastructure programme.

Gen-i is also supporting the new high-tech Arts and Media Building with its leading edge media suite. Gen-i has not only assisted in setting up the IT infrastructure in the new media suite, including apple Mac labs for the design students, but is also providing the specialist engineering expertise to help NMIT tutors with classroom teaching.

Managing Director of Gen-i Nelson and Marlborough, Russell Cockburn, says their existing relationship with NMIT made it a natural partnership. "We are keen to support our industry with skilled young people who want a career in IT in this region, and NMIT provides that pathway through

the IT degree. In terms of the fantastic new Arts and Media building, our motivation is the IT part of the building, but the reality is there are so many different areas across NMIT that technology touches. In arts and media, for example, our aim is to assist with the set up of the best apple Mac lab systems, to allow the students to truly explore what's creatively possible. And once they move out into industry they've also had the benefit of using the latest technology to deliver benefits to their new employers."

Head of the School of Arts and Media, Suzie Peacock says the partnership with Gen-i is really exciting for the students. "Technology is such a crucial form for expression that it's vital for the students to have such leading IT expertise in our media suite and across the school. It means the whole area of digital creativity including design, reproduction and multi-media arts can be truly opened up to students, in the knowledge that it's leading edge. I'm thrilled Gen-i have come on board and I know it's going to be a mutually beneficial relationship where the students reap the rewards."

NMIT Business and Community Relationships and Development Manager, Sharon McGuire, says both NMIT and Gen-i are in the business of helping to provide outcomes. "Gen-i is strongly focused on making technology fit the required end use and that's our aim as well. To have them not only set up the technology in the new arts and media building, but also provide that technical training support as part of the partnership, shows their commitment to getting it right."

ACT Tertiary Institutions Investigate New Ways to Collaborate Canberra Institute of Technology News Release

Canberra Institute of Technology welcomes the recommendations provided by the ACT Tertiary Taskforce issued recently that will ensure the ACT's strong tertiary education sector can grow to have the best tertiary education system of any city in the world. The report *Learning Capital: an integrated tertiary education system for the ACT* was developed in consultation with a wide range of stakeholders and CIT was an active and constructive participant in the consultation and taskforce committees. The report calls for a more unified tertiary system in order to offer seamless transitions between local institutions to ensure the best possible outcomes for local, national and international students.

CIT's Chief Executive, Adrian Marron, says the report outlines directions and challenges for the ACT post-school education system that if met will provide a strengthened, innovative sector for the ACT. "We are looking forward to working with the other tertiary institutions to deliver to the ACT a collaborative, connected experience for learners meeting the aim of establishing Canberra as the premier education hub within the region, the nation and around the globe," Marron said.

The report recognises and supports the further development of synergies between the CIT and the University of Canberra, who have worked together as natural partners for a number of years and have traditionally collaborated on many programs, such as early childhood education and forensic science.

There is also a well established and extensive system of student learning pathways between CIT and the University of Canberra and other tertiary institutions. These provide a platform to work together to investigate further and innovative ways to collaborate based on robust business planning. "A closer collaborative relationship between the institutions should position them to provide high quality tertiary education for the future education needs in the ACT and the capital region, and also be principal drivers in the export of education from the ACT."

The report also recommends the establishment of an ACT Tertiary Education Steering Committee, the development of a tertiary education portal, the further promotion (nationally and internationally) of Canberra as Australia's learning capital, and the growth of further partnerships between employers and education providers. "CIT supports these recommendations and is particularly committed to building on the already strong partnerships we have with Canberra's schools, RTO's and tertiary institutions. We envisage an interconnected future where students can move seamlessly between all institutions," Marron said.

Latest Wind Technology Installed at Maui College Maui College News Release

If you were on campus recently you may have noticed a unique windmill being installed near the north end of campus. The University of Hawaii Maui College is excited to announce the arrival and installation of their new Windspire Giromill turbine. The 45 foot Windspire was installed by Michael Angelo Leone of Green Global Communities, Inc. Michael tells us that the Windspire can produce up to 3,500 Kilowatt hours per year. What that means is when you buy gas you are charged by the gallon. When you buy electricity you are charged by the *kilowatt-hour (kWh)*. When you use 1000 watts for 1 hour, that's a kilowatt-hour. The turbine will supply a small amount of electricity to Kaiao, the new Native Hawaiian Student Success Center, but the main use of the Windspire is to be a training and teaching tool for installing and understanding wind energy as a renewable resource.

Stuart Zinner, Lecturer for Information and Computer Science said that he is "anticipating a new Sustainable Living Institute of Maui (SLIM) class to begin in the fall of 2011. The class will focus on small wind energy, windmill maintenance, and repair. The college is also preparing curriculum to offer a windsmith certification class. A windsmith is much like a blacksmith, where a blacksmith works with metal a windsmith works with wind."

"Maui is known as the wind capital of the Pacific. We have an incredible opportunity to become a model for wind technology training in this region. Our goal is to develop training programs in wind energy to teach the community and surrounding islands how to use and monitor this valuable renewable resource," said Jennifer Chirico, SLIM Executive Director. SLIM is preparing a comprehensive wind curriculum to launch in the fall of 2011, as well as informational lectures on the valuable uses of wind technology.

The Windspire was built in Michigan at a car factory that has been converted into a renewable energy manufacture. Ninety percent of the turbine is made out of recycled materials. All of the metal was extracted from cars and the aluminum from old airplanes. Future plans on campus include a similar turbine on the newly completed science building.

Education into Enterprise Project at James Watt College to Support 800 Work Placements

James Watt College News Release

James Watt College is a key partner in a new initiative designed to provide higher education students with access to work placements. The 'Education into Enterprise' project, which was launched recently by Angela Constance MSP, Minister for Skills and Lifelong Learning, will create 800 relevant work placement opportunities in the next three years.

The £1.1 million initiative, which draws on the innovative use of new technology to match students with placements, represents a welcome boost for those who want to gain on-the-job experience prior to moving into a highly competitive job market.

‘Education into Enterprise’, which is supported by the Scottish Funding Council (SFC) is being coordinated by Adam Smith College working with partners in Dundee, Elmwood, James Watt, Forth Valley and West Lothian colleges. The University of Abertay Dundee, who already work closely with Adam Smith on the local provision of higher education in Fife, is also central partners. In addition, strong support for the ‘Education into Enterprise’ project has come from the Scottish Chamber of Commerce and the Alliance of Sector Skills Councils.

The college and university partners are now getting down to work with small to medium sized businesses and third sector organisations to ensure that the initiative benefits both the employer and the student. The internships focuses on hands-on work experience, allowing students to gain employability skills through direct experience and ensuring that the employer gains real benefit from the students’ work.

A variety of positions will be available to students from courses including business, development, project management, marketing, events management, multi-media design and computing, within all business sectors, and with a particular focus on life sciences, renewables, engineering, tourism and construction.

Angela Constance, Minister for Skills and Lifelong Learning, said: "Our overarching goal is to create opportunities for all to flourish, through increasing sustainable economic growth. The Enterprise into Education project is a particularly good example of the work we’re doing to help achieve that aim. "More generally, the current economic climate and the difficulties that young people face as a result mean it’s more important than ever that we offer our learners opportunities to develop their skills, to experience the world of work and to give them the best chance of finding a job.

Red River College Receives \$5.9 Million for Research Centres **Red River College New Release**

The Manitoba aerospace, transportation and manufacturing sectors will benefit from access to new technology and more skilled staff thanks to a \$5.9 million investment in new and expanded research facilities at Red River College. The funding was announced by the Honourable Lynne Yelich, Minister of State for Western Economic Diversification (WD)

"Our government is pleased to be a part of these exciting projects, which will create a competitive advantage for key sectors in Manitoba’s economy," said Minister Yelich. "This technology will enable local companies to produce better and more cost-effective products that will help create more jobs and opportunity in our communities."

The Government of Canada, through WD, is investing:

- \$4.4 million to establish the Centre for Non-Destructive Inspection Technologies (CNDI), allowing remote-access to a network of non-destructive imaging equipment; and
- \$1.5 million to expand the capabilities of Red River College’s existing Centre for Aerospace Training and Technology (CATT) and establish a new robotics training lab at Red River College’s Notre Dame Campus.

"This investment by the federal government will allow Red River College to enhance its role in the aerospace sector, and support the growth of local companies like Bristol Aerospace and StandardAero," said Stephanie Forsyth, President of Red River College. "Our students, staff and industry partners will benefit from access to new technology and the potential for innovative applied research projects."

The CNDI facility will provide specialized inspection equipment and a network of portable "non-destructive" imaging equipment that can be used by industry right in their own facilities. This equipment allows companies to detect hidden flaws in materials more efficiently and with greater confidence without damaging the materials.

"We are pleased to partner with Red River College in this remarkable opportunity to enhance productivity through the use of non-destructive inspection technologies," said Mr. Don Boitson, Vice President and General Manager, Magellan Aerospace. "This investment in both infrastructure and manufacturing know-how is the kind of strategic investment that encourages growth through competitiveness in industry."

"We are excited about this next phase of CATT growth as it will allow us to further expand our low heat input welding expertise and develop new component repairs that our customers want," said Ian Smart, Senior Vice President, Airlines & Fleets, StandardAero. "The collaborative effort with Red River College and Western Economic Diversification Canada is helping us provide better support to our customers and be more competitive in our markets."

In addition to the new equipment, both projects incorporate education programs in non-destructive testing and advanced robotics, addressing key labour and skill shortages identified by industry.

Larger Campus Opens in Queenstown Otago Polytechnic News Release

An increase in student numbers has prompted Otago Polytechnic to expand into a new campus in Queenstown. The polytechnic is now in larger premises on Camp Street which were opened recently.

Regional manager Jean Tilleyshort said the move reflected increased numbers in computing and business administration programmes and midwifery, plus the great interest and numbers in sustainable practice programmes, as well as strong numbers in art classes. Sustainable practice in particular had "really taken off" in Queenstown, with about 40 businesses going through programmes, she said.

"Next year, we'll have students doing the graduate diploma in sustainable practice, graduates from Queenstown Resort College completing their bachelor of applied management [degree], and we'll be launching the Xcellerate programme with the Chamber of Commerce.

"The Xcellerate programme will be run by the Otago chamber, in association with the Queenstown chamber, and will include a diploma in business management and a diploma in human resources Management." Queenstown Resort College chief executive Charlie Phillips said the expansion would help the StudyQueenstown.com objective of making the town a serious study destination.

Collège Boréal and Xstrata Nickel Unveil Plans to Develop an Experimental Forest Collège Boréal News Release

Collège Boréal and Xstrata Nickel signed a cooperation agreement officially committing to the development of an experimental forest in March. Situated on properties owned by Xstrata Nickel in Dowling (Levack) and Norman (Capréol), this 2,100 acre forest will provide Natural Resources students from Collège Boréal a natural laboratory setting in which they will be able to conduct a variety of experiments and applied research projects. This initiative is one of a series that both partners entered into in 2009, through which they have committed to protecting the bio-diversity of Northern Ontario.

Collège Boréal President, Denis Hubert-Dutrisac, in reiterating the context of the agreement, added the following: “The creation of this experimental forest represents the second phase of the project which we entered into two years ago when we inaugurated Collège Boréal’s Xstrata Nickel Biodiversity Applied Research Centre. Today, our natural resources students not only benefit from a new laboratory and ultra-modern greenhouses that bring our production capacity up to 500,000 seedlings every year, but can also enrich their learning through valuable practical experience at the same time contributing to the development of our forests, our natural heritage.”

For Marc Boissonneault, Vice-President, Sudbury Operations for Xstrata Nickel, this new phase reinforces in a meaningful way, the company’s commitment to postsecondary education, the Sudbury community and the environment: “Through this new agreement, Xstrata Nickel continues to support innovation and applied research in the postsecondary and environmental domains. Each year, thousands of additional tree seedlings will be added to Xstrata Nickel’s reforestation efforts, which average between 60,000 and 100,000 trees mostly cultivated in Collège Boréal’s greenhouses and planted every year in our region. As such, Collège Boréal and Xstrata Nickel reaffirm their support to the Biodiversity Action Plan for Greater Sudbury.”



From left to right: Denis Hubert-Dutrisac, President of Collège Boréal; Marc Boissonneault, Vice-President, Sudbury Operations, Xstrata Nickel

Collège Boréal Green Committee Chair and Professor of Natural Resources, Marc Hébert, adds that the immediate impact of this agreement is with the young men and women who are passionate about their studies in this sector: “Thanks to this new experimental forest and our existing facilities, our students are afforded a vast array of learning tools which will serve them well as they prepare to work in this field.

From left to right: Denis Hubert-Dutrisac,

Central CC's Project HELP to Train 1,600 for Health Care Careers

College News Release

A \$9.5 million Health Profession Opportunity grant from the U.S. Health and Human Services Department is enabling Central Community College to prepare some 1,600 low-income people for careers in health care professions over the next five years. The grant provides funds for the Project Health Education Laddering Program, designed to provide entry into high-demand health care careers. It is the largest grant that CCC has received.

“This grant is significant for central Nebraska on several levels. It provides the funding needed for Central Community College and its partners to train people with low incomes for relatively high-paying careers while helping to meet the rapidly growing demand for health care workers in the region,” CCC President Dr. Greg Smith said.

Over the five-year grant period, the college plans to recruit 1,620 people into the program with a goal of at least 90 percent of the participants completing basic skills training before branching out into various health care training and education areas. The project calls for participants to complete at least 1,766 certificates or certifications and 557 diplomas or associate degrees through CCC in several career areas including nurse assistant, medication aid, electronic medical record keeping, medical assisting, medical laboratory technician, occupational therapy assistant and central sterilization technician.

The college also will work with several partners to encourage and assist at least 170 registered nurses who received a two-year associate degree in nursing (ADN) to continue their education and earn a bachelor of science in nursing (BSN) degree.

College Of Lake County Receives STARS Silver Rating For Sustainability Achievements

College of Lake County News Release

The College of Lake County has received a STARS Silver Rating in recognition of its sustainability achievements from the Association for the Advancement of Sustainability in Higher Education (AASHE). STARS, the Sustainability Tracking, Assessment & Rating System, is a new program that measures and encourages sustainability in all aspects of higher education. CLC registered as a pilot participant in the STARS program a year ago and has been working across the institution to document all sustainability initiatives.

In fall 2010, the Environmental Action Committee (EAC), a volunteer committee of CLC faculty and staff, formed subcommittees to address each of the STARS categories. Each subcommittee worked toward earning points in each category, to be collected and reported by CLC's sustainability coordinator, Dara Reiff. “The college has a deep commitment to promoting sustainability throughout the institution. It is a priority to take a leadership role in accelerating social, economic and environmental sustainability within the local community, across the State of Illinois and nationally,” Reiff said.

AASHE's STARS is a one-of-its kind program involving public reporting of comprehensive information related to a college or university's sustainability performance. Participants report achievements in three overall areas: education/research; operations; and planning, administration and

engagement. “STARS was developed by the campus sustainability community to provide high standards for recognizing campus sustainability efforts,” said AASHE Executive Director Paul Rowland. “College of Lake County has demonstrated a substantial commitment to sustainability by achieving a STARS Silver Rating and is to be congratulated for their efforts.”

Unlike other rating or ranking systems, this program is open to all institutions of higher education in the U.S. and Canada, and the criteria that determine a STARS rating are transparent and accessible to anyone. Because STARS is a program based on credits earned, it allows for both internal comparisons as well as comparisons with similar institutions. “The advantage of STARS is that institutions can earn credits for all of their contributions to sustainability,” said AASHE Executive Director Paul Rowland. “From providing sustainability coursework to using green cleaning products to energy efficiency in campus buildings, there are lots of opportunities for a school to identify and track its sustainability progress.”

As a member of The Illinois Green Economy Network (IGEN, www.igenc.org), the College of Lake County has opened a Sustainability Center to lead sustainability initiatives across the campus and in Lake County.

About AASHE: AASHE is an association of colleges and universities that are working to create a sustainable future. AASHE’s mission is to empower higher education to lead the sustainability transformation. It provides resources, professional development and a network of support to enable institutions of higher education to model and advance sustainability in everything they do, from governance and operations to education and research.

PIN Faculty/Staff Exchange-Visit Program

Applications are currently being taken for the Faculty/Staff Exchange Visit Program. The exchange and visit program is designed to facilitate faculty and staff exchanges and visits among PIN member colleges. The exchanges and visits are designed to enhance the professional development of faculty/staff 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 \$1,000 (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/staff 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.
8. The Executive Committee will identify the award recipients.

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9. The PIN Executive Director will notify the successful and unsuccessful applicants.
 10. The \$1,000 (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.

PIN Executive Committee

The current PIN Executive Committee membership includes:

Australia:	John Maddock, Box Hill College
Bahrain:	John Scott, Bahrain Polytechnic
Canada:	Irene Lewis, SAIT
	Tom Thompson, Olds College (PIN President)
	Ron Common, Sault College
New Zealand:	Phil Ker, Otago Polytechnic (PIN President Elect)
United Kingdom	Craig Thomson, Adam Smith College (Past PIN President)
United States:	Sue Collins, Northeast Minnesota Higher Education District
	Clyde Sakamoto, Maui Community College
	Joe Sertich, Sertich Consulting
	Greg Smith, Central Community College
Executive Director:	Bill Warner, US

The role of the Executive Committee is to:

1. Plan and develop objectives and activities for the organization;
2. Initiate policies and implement policies of the Network;
3. Make recommendations regarding annual membership fees;
4. Review, in context, the participation of PIN members and make decisions about continued memberships;
5. Determine the budget for administrative tasks of the organization;
6. Communicate the decisions taken at its meeting to the membership in semi-annual newsletters; and
7. Facilitate the securing of external resources for PIN projects and encourage members to do the same.

For more information about this Newsletter or PIN contact: Dr. Bill Warner, Executive Director
E-mail: warne017@umn.edu