



Danish Agency for
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TRANS-ATLANTIC
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TRAINING ALLIANCE

TA³ Connections

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The Trans-Atlantic Technology & Training Alliance is an international network of community, technical, and further education colleges from the United States, western Europe, and South Africa dedicated to learning, innovation, and collaboration. For more information about the TA³ see <http://www.ta3online.org>.

Next Meeting: The TA³ will hold its next annual symposium and meeting May 1-4, 2011 in San Sebastian in the Basque Region on the theme of fostering creativity and innovation among students and within institutions. The events are being organized with the help of José Luis Fernandez Maure co-hosted by Tknika. They will include visits to College IEFPS Tartanga GLBHI and the Guggenheim Museum in Bilbao. Tknika is supported by the Basque Department of Education, Universities & Research under the auspices of the Sub-Department of Vocational Training & Lifelong Learning. <http://www.tknika.net/liferay>



Guggenheim Museum in Bilbao

The theme for the May 2 public conference will be **“Stimulating innovation and creativity in education: Sharing practices across the Atlantic.”** Generating new jobs, new industries, and new competitive advantages in existing industries is high on the agenda of governments around the world. They recognize that creativity, innovation, and talent are integral to each and that success will require not only a more highly educated and skilled work force that thinks differently and is highly creative. This TA³ conference will focus on developing that creative and innovative labor force. More specifically, it will highlight ways that education and training institutions can nurture creativity among their students and within their institutions

to produce a workforce with the talent to innovate, and how that creativity and innovation can be enhanced by collaborative networks and alliances involving colleges, companies, research and technology centres that complement one another and share knowledge and practices. For more information see <http://www.ta3online.org>.

Member News

Service Learning at Howard Community College: Howard Community College (HCC) in Columbia, Maryland, sent six students and two faculty advisors to Monte Cristi, Dominican Republic in January to volunteer at the Hope of a Child Orphanage with the organization Orphanage Outreach. While at the orphanage, the HCC students will teach English to students in the Monte Cristi public schools. Monte Cristi is a rural and impoverished area. Being able to speak English is a valuable skill in the Dominican Republic as it opens up greater employment and educational opportunities for individuals in the future. Learning English is a requirement of the public school system in the Dominican Republic; however, in the rural areas there is usually only one teacher for numerous schools and students may receive as little as one English lesson a month. The volunteers that work with Orphanage Outreach help meet this community need. In addition, the HCC students will also work to provide recreational activities for the children living at the orphanage. The HCC students will spend a week in the DR working with the organization. HCC students also have completed service learning projects in the U.S. in areas such as New Orleans, New York, and Appalachia, and service learning is included in the English as a Second Language classes. Students in those classes volunteer at senior citizen centers and at public schools and in the process have a chance to practice and improve their English skills.

Kingsborough Community College's Institute for Virtual Enterprise, part City University of New York, will host a **STEM Virtual Enterprise Faculty Development Conference** on June 17th and 18th in New York City. (www.ive.cuny.edu/2011conference). The STEM Virtual Enterprise is an in-class pedagogical simulation that has students assume the roles of members of a high-tech enterprise and operate that business in face-to-face teams. It delivers technical, soft, and business skills as part of an entrepreneurial experience comprised of a series of active-learning modules, online tools and student events. Faculty implementers have embedded it within existing IT, Biotechnology and Electronics courses. VE has also been used as a stand-alone offering for STEM majors. The power of STEM-VE is its organized national and international network of student businesses, motivating students to produce high-quality projects and connecting classrooms across the STEM spectrum.

Registration for the conference as well as additional information about the STEM Virtual Enterprise are available on the **conference homepage** (www.ive.cuny.edu/2011conference). The conference is open to participants of all disciplines. Limited travel stipends are available for selected STEM faculty members from institutions based in the United States.

A new Christmas tradition in Finland: Faculty and students at **Tampere College** helped brighten up Finland's long, cold and icy winter nights over the Christmas holidays by operating a restaurant at a marketplace in a tent in the city center. All of the meals and bakery products were made at the school by teachers and students and then transported to the restaurant at

the market. For two weeks, teachers and students worked from morning till evening to feed the approximately 500 people that ate there each day, and even the mayor enjoyed his lunch in the tent. Father Christmas, of course, was there participating in activities for young children. This proved to be an excellent example of multi-disciplinary cooperation among various programs and teachers. Business-students worked on the interior and marketing; electrical-engineering students took care of the kitchen's electrical and heating requirements; logistics students were involved in transportation; fashion apparel students made the holiday clothes of students; catering students prepared meals; and bakery/confectionary students made the cakes. This event was so successful and the environment so positive, the college expects it to become an annual tradition.



Students' food and fashion at Tampere College's holiday events.

TA3 Webinar on Career Pathways: Julian Alssid, Director of the Workforce Strategy Center, offered a Webinar to TA3 member colleges in January on Career Pathways, describing the framework and the importance of good data, focusing on regional strengths (sectors or clusters), partnerships with employers and other organizations, and inclusivity. Julian drew on examples from central Iowa, Cincinnati, Los Angeles, and the Arkansas Delta. The work in the Arkansas Delta, for example, began with an emphasis on employability skills for low-income students with a Career Readiness Certificate, which ultimately led to surpassing employment goals. Reports are available at <http://www.workforcestrategy.org/>.



Friends and Associates

Anniesland College in Glasgow, Scotland, a charter TA3 member, is partnering with Derby College and Harrow College in the United Kingdom, St Petersburg College in Florida and six North Carolina community colleges to pool and focus their experience, expertise and resources in entrepreneurship training on developing an 'International Passport to Enterprise Skills' (IPES). Activities include scoping, designing, producing and

mutual certifying the IPES. The pilot version will provide best practices, case-studies and methodologies; contextualise entrepreneurship in a variety of business scenarios; indicate the knowledge and understanding required in entrepreneurship; profile and demonstrate entrepreneurial skills and attributes in action; indicate and exemplify possible performance criteria and assessment strategies. To date three representatives each from Anniesland, Derby, and Harrow Colleges have visited colleges in North Carolina and Florida to learn about approaches to entrepreneurial education and agree on a schema and content for the IPES. Partners have participated in Webinar/WebEx conferences and joint workshops. The project is partly funded by the Prime Ministerial Initiative 2 Programme (PMI2) through the British Council. For further information, contact: Robert Maguire Robert.Maguire@anniesland.ac.uk

Network News

The Ford Foundation-supported **Community College Alliance for Sustainability** will meet in Little Rock, Arkansas on February 14-16, in cooperation with the Arkansas Association of Two-Year Colleges. One of the highlights of the meeting will be a presentation by Karin Jespersen and Lene Bonnen Sandholdt from EUC-Syd in Sønderborg, Denmark on the college's green construction curriculum. Other speakers include Steve Leach, Tom Riley, Director of the Public Policy Center at the University of Arkansas, John Ahlen, Arkansas Science and Technology Authority, and Rick Parker, Director of NSF's AgrowKnowledge at Kirkland Community College.



CraftNet continues to hold monthly conference calls, shares information, and is planning a series of webinars. The December 2010 edition of CraftNet Sketches includes a profile of Eastern Maine Community College's joint program with the Maine Crafts Council, available at <http://rtsinc.org/>. Plans are in the works for a meeting in conjunction with the annual Craft Organizations Directors Association (CODA) meeting in Portland Maine in June.



Research and Publications

Call for Proposals for the EU-USA Programme ATLANTIS: A new call for proposals has been launched under the European Union-US Framework for Co-operation in Higher Education and Vocational Education and Training (EU-US ATLANTIS Programme) to fund innovative projects that develop and implement double or joint "transatlantic degrees" for students in the EU and U.S. It also can support projects that promote other forms of EU-U.S. cooperation in higher education and vocational training such as mobility projects and policy-oriented measures. Funded activities include curricula development, joint study programs and exchanges, and study abroad with mutually recognized credit and language and cultural preparation that benefit higher education students, vocational education and training learners, and/or teachers/trainers/administrative staff. The main focus must be on trans-Atlantic rather than intra-European or intra-American interactions. Qualified applicants can be higher education institutions or vocational education and training institutions. Each proposal must have one lead institution in the EU and one in the U.S. The deadline for applications is April 7, 2011. Additional

information is available on the EU Commission website and on the website of EU Department of Education. http://eacea.ec.europa.eu/bilateral_cooperation/eu_us/index_en.php
<http://www2.ed.gov/programs/fipseec/index.html>

The **Community College Research Center** at Columbia University has another set of excellent papers available online on ways to achieve and measure success rates of community college students, many by Tom Bailey and/or Davis Jenkins. See <http://ccrc.tc.columbia.edu/Publication.asp?UID=849>.

Investing in Entrepreneurs: A Strategic Approach for Strengthening Your Regional and Community Economy is a 2010 book that makes the case for support of entrepreneurship in local and regional economic development when working with regions where business climate has been affected by globalization, outsourcing, and increased domestic competition. The book discusses the importance of entrepreneurship, its diminished value in development strategies, and the underestimation of highly innovative entrepreneurial companies in affecting regional economic growth. The authors are Dr. Gregg A. Lichtenstein of Collaborative Strategies, in New Jersey who also operates the Entrepreneurial League System, and Dr. Thomas S. Lyons of Baruch College in New York.

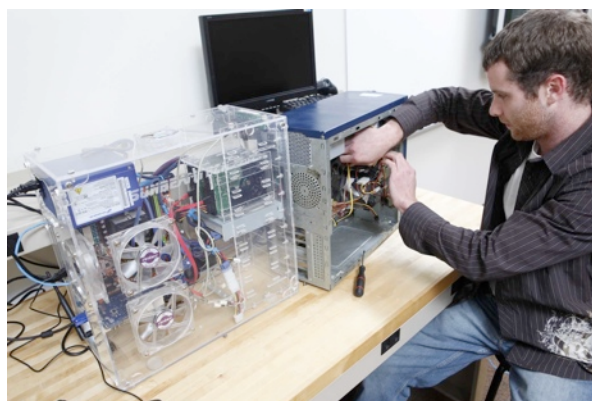
Natasha Iskander at New York University and Nichola Lowe at the University of North Carolina have published an excellent paper in a recent issue of the HALFJournal of Planning Education and Research titled "**Hidden Talent: Tacit Skill Formation and Labor Market Incorporation of Latino Immigrants in the United States.**" Drawing on research in the construction sector in Philadelphia and rural North Carolina, the researchers describe and compare in rich detail how Latinos acquire their skills despite lack of formal education in the U.S. They contrast team-based learning, long-term relationships, and collective innovation in Philadelphia, with the more individualized learning and mobile career paths in North Carolina. About half of the immigrants working in construction in North Carolina acquired their skills in their home communities and most change jobs frequently. In both places, formal education has been slow to respond to skill needs even though Latinos comprise a large share of the construction work force. The paper is available at <http://jpe.sagepub.com/content/302/132>.

TA³ Member Profile: Ivy Tech Community College, Indiana

Serving nearly 200,000 students, Ivy Tech Community College is Indiana's largest public post-secondary education institution and the nation's largest statewide community college system with single accreditation. Prior to 1994, the 14 regional colleges were separately accredited. In 1994, however, it was consolidated under a single president with statewide Human Resources policies, allocated a single budget, and is managed under one Banner Digital Campus system. Therefore the Higher Learning Commission accredits the system as a single institution. Because Ivy Tech is currently Indiana's largest provider of distance learning, "we need to be sure that our distance learning offerings are consistent across all our campuses" said Rebecca Nickoli, Vice President for Workforce and Economic Development at Ivy Tech. "A strong infrastructure to help provide distance learning is critical," she added. Ivy Tech community college system

includes 30 degree-granting locations in Indiana, and courses are offered in more than 75 communities throughout the state.

With nearly 25,000 students, Ivy Tech's Central Indiana campus in Indianapolis has the third largest undergraduate enrollment in the state, and it is one of the fastest growing community college campuses in the nation. Enrollment has nearly doubled at the Central Indiana campus in the past five years, largely due to the number of displaced workers seeking career and technical education as a means of gaining new employment and to professionals seeking additional certification that would enable them to obtain higher paying jobs.



Ivy Tech's marketing department also effectively promotes the institution as a low-cost education provider offering its students the ability to easily transfer credits toward a four-year degree.

At the beginning of 2010 Ivy Tech reported an increased enrollment of 35,000 more students than the college had enrolled in the previous two years. The institution, however, did not significantly increase the number of faculty and staff to accommodate that larger enrollment numbers or its tuition. Instead, the college addressed the increased enrollment by leveraging its resources through the Banner Digital Campus within the college's web portal CampusConnect. "The Banner Digital Campus helps us to organize and provide better administrative services," said Nickoli. It is "easy for students to use, helps deal with administrative procedures, and provides self-service within reach," she added. The system is able to track enrollment data and is helpful for decision making and planning future course offerings.

With a recent grant from Lilly Endowment, Ivy Tech has purchased and is renovating the former Stouffer's Hotel in Indianapolis. The new Indiana Center for Workforce Solutions will host academic programs, the college's workforce development operations, and its statewide administration. As the largest provider of distance education offerings in the state, Ivy Tech's newly renovated facility will allow the college to further expand its selection of online courses.

Short-term training programs offered in healthcare, life sciences, information technology, advanced manufacturing, logistics, and hospitality will benefit from the center's workplace simulation labs. The addition of six lab kitchens, a 70-seat restaurant and 48-seat bakery/café will facilitate experiential hand-on learning for the hospitality administration program. This expansion will accommodate more than 1,100 students pursuing a degree in hospitality management, double the program's current capacity, and will allow the college to offer non-credit continuing education classes to the community that were not offered previously due to space constraints. The Indiana Center for Workforce Solutions is estimated to accommodate training for 25,000 students each year and will have the capacity to host meetings and events for more than 300 organizations.



The center's workforce development operations include training for, and administration of, 3,800 different certification exams, career development services for students, recruiting and placement services for displaced workers, and business development support for small to mid-sized businesses. Current customized training options offered in collaboration with area manufacturers include Individual Workplace Skills, Management, Health, Manufacturing, Information Technologies, Logistics, Safety, Finance, and Business Skills. In the future, these will be administered from the newly renovated facility.

Recent workforce development training includes a program developed for the Deaconess Hospital system at Ivy Tech's Evansville campus. About 3000 hospital workers at all levels of employment were trained to be proficient in new electronic medical records software, and Ivy Tech offered "at the elbow" training for two weeks during the implementation process. The college also offered certified weatherization training throughout the state of Indiana to 1,400 students. Students in the weatherization training were a diverse group, ranging from journeymen to Amish carpenters in North Central Indiana.

Recent developments at Ivy Tech include three new positions at the college: Corporate Executive for Life Sciences; Corporate Executive for Government Services; and Corporate Executive for Advanced Manufacturing and Technology. The three executives work throughout Indiana to form strong partnerships with industry and develop new programs and strategies for working within their specified sectors. The college hopes to hire corporate executives to cover other sectors in the future.

With 25,000 certifications awarded and one million hours of training offered to students each year, Ivy Tech is Indiana's largest workforce education provider, and it continues to strive to build on its current success. Its new strategic development plan "Accelerating Greatness 2013" outlines four goals for the Ivy Tech community college system: to ensure that (1) students meet their education goals; (2) Indiana and its businesses and workforce remain globally competitive; (3) Ivy Tech course offerings are of optimal quality and efficiency, and (4) the college maintains an adequate and sustainable resource base. To be able to provide Indiana citizens with a more global perspective, Ivy Tech "is working to develop new courses in language and multi-culturalism and to provide what it takes to be more globally competitive," said Nickoli. Progress toward these goals will be tracked through a series of outcome indicators, and success will be measured according to Ivy Tech's past performance and the standards set by its peers. Ivy Tech's new vision statement, "Changing Lives. Making Indiana Great," sums up the efforts of the institution to provide optimum solutions for Indiana's workforce needs.

The Ivy Tech profile was written by Corinne Cain, RTS

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