



TRANS-ATLANTIC
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TA³ Connections

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

**22st International Symposium of the TA³
Hosted by TEC and EUC-Syd,
Copenhagen, Denmark, June 13-16, 2013**

Workplace Learning in Europe and the United States

Copenhagen was the site of the Trans-Atlantic Technology and Training Alliance (TA³) 21st international symposium and meetings hosted by two Danish member technical colleges, TEC in Copenhagen and EUC-Syd in Sønderborg. The focus was workplace learning, a subject of renewed interest in countries that don't have it and that are now reexamining it in light of today's and tomorrow's economy.

The events enabled places re-considering workplace learning to learn from regions where apprenticeships are part and parcel of their systems of education—notably Denmark, Germany, Austria and Switzerland, among the 24 EU countries that offer some form of apprenticeship that involves over half of learning. Community colleges in the U.S. offer some students workplace learning with coops programs and internships but few have full-blown apprenticeship programs, in part because so many students have full or part-time jobs and in part because of an industry structure and commitment. At the secondary level and career and technical



Roland Østerlund, former Director of Vocational Education, Danish Ministry of Education

education, the demands of academic rigor, STEM, and testing constrain not only the time available for occupational programs but pedagogical approaches.

The [Copenhagen symposium](#) explored ways that different institutions and different countries balance the requirements of a more demanding workplace with the value of experience and how they integrate “learning by doing” into their curricula—the methods, strengths and weaknesses, benefits, and future.

Keynote speakers included the following:

- Roland Østerlund, former director of Denmark’s Vocational Education and Training System, explained the Danish system and some of the issues it faces today;
- Robert Schwartz, professor at Harvard and co-author of *Pathways to Prosperity*, discussed the potential of apprenticeship programs in the U.S. for improving the image of vocational education, reaching less advantaged populations, and bettering their career opportunities;
- Vibe Aarkrog, Associate Professor, Aarhus University, described the pedagogical advantages of the dual system;
- Hanne Shapiro, Danish Technological Institution, presented an overview of EU countries and forms of workplace learning; and
- Ursula Scharnhorst, Swiss Federal Institute for Vocational Education and Training, described the Swiss system, highlighting the structure, demand, stakeholders, and balance among knowledge, know-how, and attitudes.



Left: TA3 meeting. Left to right Greg Rutheford, Anita Brown-Graham, Joe May, Rebecca Nickoli, Marie Foster-Gagne. Right: Michael Gould, Northern Ireland and Denise King, Tennessee, on pre-conference canal cruise.

During the afternoon sessions, a range of other speakers from Denmark, Germany, the U.S., Northern Ireland, and Wales provided a variety of experiences with workplace learning from the perspectives of colleges, businesses, and research. Panels included Kevin Jones, Vice President of Austin Polytechnic in Chicago, Stephan Szuppa, Siemens Professional Education in Germany, Marie Foster-Gagne, President of West Virginia University-Parkersburg, David Jones, Principal of Deeside College in Wales, and John Quinn, Director of Southern Regional College, Northern Ireland.

TA3 members met at TEC on Tuesday, heard presentations by Ursula Renold, Swiss Federal Institute of Technology and Anita Brown-Graham, Executive Director of North Carolina's Institute for Emerging Issues, and discussed new projects and pressing issues.

The title of the **next TA3 international meeting**, to be hosted by Ivy Tech, will be in Indianapolis June 1-4, 2014 will be "**STEM, STEAM, and Dream.**" The symposium will explore ways to balance technical with soft skills and trans-disciplinary learning and how that may impact employment, productivity, creativity, and innovation.

News from Members and Friends of TA3

Angeline Godwin, President of **Patrick Henry Community College** in Martinsville, Virginia, announced that the college is about to offer the nation's first program in **Innovation Engineering**. The new interdisciplinary program will include sciences, arts, humanities, business, and engineering. Developed by a team at the University of Maine and Eureka! Ranch, the focus is to create, communicate, commercialize, and build systems. The program will form connections to the college's Artisan Center, the Chamber of Commerce, Economic Development Corporation, New College Institute, and others.

In August 2013 the **Danish Ministry of Education** provided 1,325,000 DKK (about \$230,000) in new annual funding for the DK-USA grant program that supports collaboration between U.S. Community Colleges and Danish Technical and Business Colleges. The funds will be available to support travel to the U.S. for Danish students, faculty members and college leaders. A new feature of the program is support for travel costs for U.S. community college faculty to guest lecture at Danish institutions. Danish colleges are eligible to apply for the grants. In addition, as a result of reorganization within the Ministry of Education, the Danish Agency for Universities and Internationalization, the European TA3 secretariat, has changed its name to the Danish Agency for Higher Education.

With support from the Denmark-U.S. grant program, three faculty and staff members from **EUC Syd** Technical College in Sønderborg, Denmark will visit **Cleveland State Community College** in Tennessee in November focusing on the topic of math education.

Dr. Annette Parker, president of **South Central College** in Minnesota, has been named to serve on the Advanced Manufacturing Partnership Steering Committee. The committee was established by President Obama as part of a continuing effort to support U.S. leadership in the technologies that will create high-quality manufacturing jobs and enhance global competitiveness. Parker is one of 21 industry, academia and labor executives, who include the CEO of Dow Chemical and President of MIT. A September White House press release and blog post by the Special Assistant to the President for Manufacturing Policy announced the launch of the committee and highlighted the importance of the [Advanced Manufacturing Partnership](#).

TA3 member **Lawson State Community College** in Birmingham was ranked 5th in the nation in a recent [Washington Monthly](#). The ranking was based on factors such as active and collaborative learning, student effort, support for learning, and first-year retention rates, among others.

The **Corporation for a Skilled Workforce** (CSW) received a Lumina Foundation grant for research on certificates issued by higher education industry. Working with CLASP, George Washington University/American National Standards Institute and AACC's 21st Century Commission's Implementation Team, CSW will create a beta-version Certificate Qualifications Framework to become part of the second-generation degree qualifications profile. The research includes extensive experimentation in the use of sub-degree credentials within career pathway initiatives; diverse international experience in the use and levels of certificates; and federal efforts to develop sub-degree credentials. Guidelines, criteria, and assumptions on the nature of the sub-associate credentials will be developed for use by a certificate writing team. This work supports Lumina's Strategy 8's new credentialing priority, with a focus on adding certificates to the Degree Qualifications Profile.

Joe May, President of TA3 member Louisiana Community and Technical College System since 2007, is leaving to become President of the **Dallas County Community College** in Texas, his home state. Joe was instrumental in getting legislation passed last year allowing the system to issue bonds to fund about \$250 million worth of projects promoting workforce and technical education.

Milestones, Reports, and Meetings

The End of an Era: On September 9, Southern Growth Policies Board held its final annual conference and issued its final Report on the Future of the South. The South's Governments have chosen to end the successful interstate compact founded by the South's governors under the leadership of North Carolina Governor Terry Sanford in 1972 to collectively address the economic challenges facing the South. The accomplishments and continuing challenges were featured in "Halfway Home and a Long Way to Go," the landmark report of the 1986 Commission on the Future of the South co-chaired by Governor Bill Clinton and former Governor William Winter. The report emphasized the important roles played by community colleges.

It's fitting that the topic of SGPB's final report is workforce development, since many have credited Southern Growth with being at the forefront since the 1980s when it turned the attention of southern policy makers to the critical links between human resource development and economic development. Its publications included "Re-skilling the Southern Work Force: Programs for Displaced Workers," "Expanding Options for Women in the Southern Work Force," and "The Education of the Renaissance Technician: Postsecondary Vocational-Technical Education in the South." In 1988, the SGPB established the Consortium for Manufacturing Competitiveness inviting each of its 14 member states to select one member community college to form a network that ultimately became the Trans-Atlantic Technology and Training Alliance.

The September 2013 report from the Southern Growth Policies Board, [Re-imagining Workforce Development](#), highlights trends impacting workforce development, from changing workforce demographics to new tools for learning and skill acquisition. The report outlines three keys to our success in the future: (1) re-imagining readiness; (2) re-engaging adult learners and disconnected youth; and (3) re-aligning relationships and resources.

Innovation is Brewing! was the theme of the annual meeting of the **National Council for Workforce Education** (NCWE) October 16-17 in Milwaukee, Wisconsin (once the largest brewery cluster in America). Speakers included Laura Dresser, Associate Director of the Center

on Wisconsin Strategies; Peggy Fults, Senior Director of HR Business Services, Harley-Davidson Motor Company; Mike Alagna, Chief Operating Officer for Nation Pizza and Foods; Marianne Stanke, Director of Strategy for Motorola Solutions; Jim Jacobs, President of Macomb Community College in Michigan; and the TA3's Keith Bird, Chancellor-Emeritus, Kentucky Community and Technical College System.



At the meeting the NCWE presented its annual 2013 James Jacobs Scholarship Award to John Bowers, Doctoral Candidate, University of Washington. John's dissertation is titled "Does Stacking Work? The Academic and Labor-Market Value of Short-Term, Stackable Certificates in Washington State." The award honors the outstanding scholarly contributions made in the area of workforce education by Dr. Jacobs. The award supports and encourages doctoral research in areas such as Career Pathways, Workforce Development, Adult and Continuing Education, and Career/Technical Education.



John Bowers (3rd from right), his family, and NCWE Board President Theresa Bryant (2nd from right).

A Skills beyond School Review of the United States. In June 2013 the **OECD** released a review of America's postsecondary "vocational education and training" system and the new challenges it's facing. While basically a strong, open, and diverse system, barriers to postsecondary attainment cited are weak basic skills of applicants, decentralization making choices more difficult and riskier, and cost. An overarching recommendation is to balance decentralization with strategic pursuit of higher quality, coherence, and transparency. [The report](#), written by Malgorzata Kuczera and Simon Field, highlights funding, credentials, and transitions and pathways plus recommendations.

Georgetown University's **Center on Education and the Workforce** produced a report this September on why young people are starting their careers later and older people are working longer. [Failure to Launch](#) by former TA3 Board member Tony Carnevale, Andrew Hansen, and Artem Gukish analyzes in great detail changing patterns in when people begin and end their careers. Although explained by factors such as improved health care, longer life expectancy, and the shift from physical to cognitive work, the fact remains that economic prospects for young people are diminished. Recommendations include more flexible labor market policies, higher educational attainment, and relaxing immigration restrictions.

Work-Based Learning In Europe: Practices and Pointers was released by the **European Commission** in June 2013. This [report](#) covers the topic of apprenticeships from the perspectives of learners, employers, and schools, examining responsibilities, costs, guidelines, partnerships, standards, assessments, and tools. Exemplary programs cited include Lillebælt Academy's 48hours initiative, which was presented at the TA3 meeting in [San Sebastian last year](#). The report summarizes recent VET (vocational education and training) apprenticeship reforms in various EU countries.

Looking Back

20 years ago the TA3 was in its early infancy, using a dual identity as both the Consortium for Manufacturing Competitiveness (CMC) and the TA3. Coming off a very successful international conference on industrial competitiveness in Memphis called **Two-Year Colleges on the Cutting Edge** that drew 250 education and policy leaders, the TA3 was beginning to take shape under the direction of Stuart Rosenfeld from the U.S. and Hanne Shapiro from Denmark. Within a year the TA3 born as an arm of the CMC. In a short time it absorbed the CMC in order to expand to new emerging issues and new growth sectors.

15 years ago in December, 1998, the TA3 hosted the international symposium **learning.now: skills for the information economy** in Chapel Hill, North Carolina. This landmark event included Ray Marshall, former U.S. Secretary of Labor and distinguished chair at the University of Texas who was introduced by former Governor William Winter of Mississippi; Bob Scott, former Governor of North Carolina and past President of the NC Community College System; Martin Lancaster, current President of the NC Community College System; Roland Østerlund, Director of Vocational Education in Denmark; Georg Piskaty, Director of Federal Institute on Education and the Economy in Austria; Margherita Russo, University of Modena, Italy; Matt Coffey, CEO of National Tooling and Machining Association—and many more.



The conference produced the book **learning.now: skills for the information economy**, which was published by the American Association of Community College's **Community College Press** in 2000.

Member Profile: Salt Lake Community College's Center for Arts and Media: A Revolution in Learning

The digital age demands employees who are prepared to excel in the digital arts — from producing films for YouTube, to designing web sites to taking photographs for a company blog. Salt Lake Community College has responded to the need for a highly trained technical and professional workforce with a \$45 million investment: An artistic and cultural hub boasting state-of-the-industry technology.

Called the Center for Arts and Media, it's a new way to get an education. The 130,000 square feet of space at the College's South City campus combines four departments—Visual Art and Design, Communication, Performing Arts and the



Design Institute—giving students in each department hands-on access to all of the tools they will need to promote their craft. For example, budding filmmakers will not only learn how to make a movie but also about graphic design, distribution, digital sound technology and tips on how to sell their films through social media.

The 9,000 students who will attend classes at this revolutionary center will be prepared for jobs as diverse as animation, gaming technology, photography, interior and fashion design, film, TV, video and radio production. Such jobs in the high-tech and creative industries are growing by 1,200 each year in Utah. And students are clamoring for the classes: Enrollment in these programs has grown an average of 8.5 percent a year.



The community will benefit, too. The computer and design labs, library and classrooms are available to the public, and the center has been designed to meet the demand by Salt Lake County artists for more cultural facilities.

Some unique spaces include a digital media hub, a production and studio space that includes edit and recording rooms for television, film, music, theatre and photography; gallery space to showcase student work as well as offer lectures, film presentations, theatre productions and art shows; and a 46-seat film screening room available to local filmmakers. The Grand Theatre also has been renovated into a multi-use facility, able to host large film screenings, musical concerts, exhibits and theatre productions.

Located in an urban neighborhood in the midst of being revitalized, the center will serve as its cultural and artistic gathering place.

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