One hundred and eight faculty and administrators from thirty-one colleges participated in the 16th Annual Conference of the MIIIE at Monroe County Community College, held on Friday and Saturday, April 2-3, 2010. The conference was designed to inspire, offer ideas and resources, and provide practical hands-on approaches for internationalizing/interculturalizing the curriculum and the campus environment.

The Friday morning sessions included topics on Horror and Hope: Lessons from the Holocaust – Across the Curriculum, Culture: The Undervalued Dimension of Global Security, How to Diversify an Undiversified Campus, Modules on Healthcare Issues in Europe & USA, Globalization and Corporate Responsibility in India, Higher Education and Students’ Life in China, Global Marketing into the Curriculum, and The World Was my Campus: Make It the Campus of Your Students!

The Keynote Luncheon speaker was Suivah Chan, University of Michigan, on Collaborative Projects with Chinese Institutions.


Saturday morning included sessions on Interactive and Experiential Curriculum for French & German Courses, Infusion Intercultural Communication into the Curriculum, A Lingua Franca for the 21st Century, Fulbright GPA projects for summer 2010, Global Dimensions into English Language Courses, Hispanic Culture into the Curriculum, Visiting a different China, Expanding International Learning: Brazil and Beyond.


Monroe County Community College under the leadership of Joanna Sabo provided excellent support for the conference programming and logistics.
Dear Colleague:

Despite fiscal austerities and tight budgets, our consortium will have another successful year with about 100 colleges as institutional members for the 2009-2010 academic year. More important, in 2009 we had a significant number of faculty and administrators participating in our annual conference, summer workshops and Fulbright projects.

For 2010, there are several projects underway, including three week-long curriculum workshops: 1) Languages and Global Communication, August 2-6; 2) Environment and Globalization, August 9-13; and 3) Europe, August 16-20, which could involve a total of 45 faculty.

Last October, I submitted on behalf of our consortium five Fulbright GPA proposals to the U.S. Department of Education to China, Czech Republic, Japan and S. Korea, Malaysia, and Vietnam for summer 2010. Each Fulbright GPA project will involve about 15 faculty, who will travel overseas for about 5 weeks and will undertake curriculum and professional development.

I expect to hear from U.S. Dept. of Education by the end of March regarding funding for these overseas projects. If you are interested in any of the summer workshops or the Fulbright projects, contact me at (tsypris@kvcc.edu or 269-488-4283).

I am happy to report that in 2009, we had a record number of collaborative projects with fifteen International Centers (NRCs) at Michigan State University, University of Michigan, University of Chicago, University of Illinois, Ohio University, Ohio State University, Northern Illinois University, and University of Texas.

Given the financial difficulties that our colleges face, the Midwest Institute continues to work smarter and more cost-effectively in creating worthwhile opportunities for our faculty and students.

It is going to be a challenging but opportune year.

Theo Sypris, Director

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**Course Content with a Cause**

By Dr. Laura Lacasa Yost, Interdisciplinary Studies
Kirkwood Community College, Cedar Rapids, Iowa

A key component of any institution of higher learning is community service – whatever form that may take. As the world becomes dramatically smaller, that sense of helping others can now extend beyond the local or regional service area to the international stage.

However, how can that call to contribute and engage beyond the classroom be made in academic areas that do not lend themselves to service learning? How can it be made when faced with scheduling, timing, and financial constraints (we cannot ask our students to donate to particular charities)? Luckily, there are creative ways instructors can promote social causes and relate them to their course work.

One approach is to offer extra credit for visiting one of the many “click & contribute” websites that currently exists via the World Wide Web. For free, these sites make contributions to their organizations on behalf of users who complete a quiz or simply “click here” as instructed. A few websites of note are [www.freerice.com](http://www.freerice.com), [www.freeflour.com](http://www.freeflour.com), [www.freepoverty.com](http://www.freepoverty.com) (to donate cups of clean water); for a clearinghouse of similarly-related social causes visit: [www.thenonprofits.com](http://www.thenonprofits.com).

What about connections to coursework? What about earning those extra credit points? Some “click & contribute” quizzes can be chosen based upon academic content ([www.freerice.com](http://www.freerice.com) offers multiple choice quizzes on English, art, chemistry, geography, language learning, and math). For every correct response 10 grains of rice are donated; for every five, 50 grains. The beneficiary is the United Nations World Food Program (in partnership with the Berkman Center for Internet & Society at Harvard University).

Regardless of whether or not there is a direct academic connection to the class in question, students can justify their additional points. [www.freerice.com](http://www.freerice.com) raises awareness about world hunger (“a child dies every 6 seconds from hunger-related causes”), explains its non-profit goals, and totals the amount of rice given (yesterday and to date). Questions for credit can ask students to comment on those elements, as well as have them record how well they performed on the quizzes, or at what point (level, question, correct response) they were kicked out.

Thanks to our growing degree of interconnectedness, not only is the world one click away, but a better one at that!
Under dim street lamps at dusk, a few of us wind our way through the Old Town of Prague, Czech Republic. Although the Gothic buildings, layered in shadow, draw our gaze to their golden tone, our eyes fall back upon the narrow streets paved with cobble stone. The deepening sky and the uneven ground create a temporary unrest, but there is no inherent danger. Prague is a comfortable, vibrant city, given easily to outsiders. Yet, its atmosphere preserves its complex history and expects to be rediscovered by each visitor.

While I was not a stranger to Prague and Czech Republic in 2001, when MIIIE sent a group of Fulbright-Hayes award winners to spend more than a month of study in that country, I was still naïve of all it contained. Geographically, Czech Republic is land-locked, encased by the borders of Poland, Austria, Slovakia, and Germany; politically, it was a democratic state until 1938, then Communism held it captive from 1942 until 1989, it became an independent state under its elected President Vaclav Havel in 1990 and joined the European Union May 1, 2004. The lessons learned through these turbulent years along with others will be shared this summer, 2010 with those MIIIE professors who mark their paths in the direction of Europe. Among the lectures will be conversation regarding the oppressed and reemerging Jewish community, Hitler’s intention of creating a museum in Prague to an extinct culture, and lectures on the expulsion of the Germans by the end of World War II. The Communist Party continues to work within the politics of the Czech Republic; when we meet with some of those leaders, what questions will you ask them? To engage in the meeting, expect to enter an old, Gothic building, restored to its original beauty now that paint and remodeling supplies can again be acquired, but be surprised to see that its skin holds a deceivingly modern office for the city’s mayor and his governing staff.

Also celebrated, as part of the study, will be the intelligence and beauty of the Slavic people and their culture. Czech Republic is primarily made up of two people groups; initially, the Moravians are recognized to have settled into the region during the 7th century, and the Bohemian or Czech State emerged in the 9th century with the rise of the Kingdom of Bohemia, a significant power during the Middle Ages. While these two people groups continue to dominate this small geographical area, historically they maintain their unique culture and enjoy their contributions to the world through art, manufacturing, agriculture, holistic health from natural springs, and a wooded mountainous landscape. Within this country, there is something for everyone, and with the support of many host colleges and presenters, the summer study and tour will attempt to embrace all Czech Republic offers to us.

Prague, the capital of Czech Republic, is more than a thousand years old and boasts its life despite its many years. Absorbing Prague’s medieval atmosphere and castle background is part of the privilege of experience; recognizing its complexity as explained through the writers Franz Kafka and Milan Kundera share its embrace. On the other hand, “The Golden City” celebrates life through its controversial Dancing Building designed by Frank Gehry and Vladimir Mulunic and built in the mid-1990s. Nicknamed “Fred and Ginger,” the construction mimics a dancing couple while staying true to its historical context. But, the ancient influence on architecture does not remain in Prague, as historically, the buildings and landscape have changed only from decisions made toward progress. No building in Prague or Czech Republic was ever completely destroyed through war.

The only warning to those who travel: come ready to learn and participate in a multitudinous experience. What discipline do you teach? How will you apply the material you explore in your course? For the adventure, learn to know the treasures this trip will present and expect them to be delivered. Of course, you can contact me for more information; but better, plan to attend MIIIE’s Spring Conference in Springfield, Illinois, at Lincoln Land Community College, March 26-28 for more discussion concerning this Fulbright-Hayes opportunity.
Success at Achieving Intercultural Awareness
By William Van Lopik, PhD
College of Menominee Nation, Keshena, Wisconsin

This past August I attended a Midwest Institute week-long workshop on “Global Poverty and Inequality.” I recall something that Theo Sypris said during his presentation that “communication and exchanges with other cultures stimulates reassessment of our values and lifestyles.” This resonated with me and coincided with the mission statement of our college and the courses that I teach. I am an instructor at the College of Menominee Nation in northeast Wisconsin. We are a two-year tribal college located on the Menominee Indian Reservation with 75% of the students being Native American. Our mission statement says that we are to “infuse college education with American Indian culture, preparing students for careers and advanced studies in a multi-cultural world.”

One of the courses I teach is entitled “Introduction to Sustainable Development” and normally has 80 students in it per semester. I decided to integrate the module that I developed during the MIIIE workshop into this particular course. One of the key components of sustainable development is a basic understanding of the global inequities that exist in the world, particularly among indigenous peoples. I challenge the students to assume their roles as global citizens, living lives of social responsibility. A key feature of the class is to invite people from other cultures to talk in class. This past semester we were fortunate to have a returning Peace Corps volunteer from the Menominee reservation who served in Costa Rica, an international peacemaker from Colombia, a Fulbright scholar from India, a community development worker from Kenya, and visiting indigenous scholars from Belize and Ecuador.

There were two main learning objectives that I developed during my week at KVCC that I wanted to integrate into the class. The first was to have students learn how to reflect upon the relevance of sustainability to their lives and their values, and how their actions impact issues of sustainability in other parts of the world. The second was to equip students to recognize the historical parallels between their cultural history in the United States and the cultural history of other indigenous peoples in other parts of the world. I then wanted to be able to assess the students and their progress towards achieving these goals.

Last year I became aware of a learning measurement tool called the Global Perspectives Inventory (GPI). It is an online test that measures the degree of understanding and awareness among college students of various cultures and their impact on our global society. It also looks at the students’ degree of engagement with others who are different from themselves, and their degree of cultural sensitivity in living in a pluralistic society. I decided that this would be a good time to give the test to the students in my class at the beginning and end of the semester. I wanted to see whether their intercultural awareness and attitudes had changed as a result of the course and the module that was integrated into the course. The initial results of the pretest indicated that the students in our first-year course tested at the same level as the other 15,000 freshman and sophomores from across the United States who had taken the GPI. The GPI was then given to the same students in my class at the end of the semester. This time the test results showed that our students scored at the same level and even above as senior level students across the country. The results indicated to me that the course was effective in changing the attitudes and perspective of students in regard to their views on being global citizens. The objectives of the module and the college mission statement were achieved, as well as the expectations of MIIIE. For more information on the Global Perspectives Inventory please go to the website http://gpi.central.edu.

STLCC Leadership Program
Hosts Guests from China

Cindy Epperson, STLCC, Meramec

The Meramec Campus of St. Louis Community College (STLCC-M) hosted four guests from China from November 1 to 14, 2009, as a part of the Vocational Education Leadership Training Program (VELT). VELT is a leadership training program for Presidents and Vice Presidents at Chinese vocational and technical institutions of higher education. The program is financed by the Chinese government and carried out by the China Education Association for International Exchange (CEAIE), the American Association of Community Colleges (AACC), and AACC member institutions. The focus on the VELT program is to:

◆ Strengthen the leadership abilities and capabilities of Chinese college administrators
◆ Provide strategies to develop and improve market oriented curriculum design
◆ Enhance teaching methods
◆ Develop strong relationships with local businesses.

STLCC guests included:

◆ Mr. Li, Xingwang, President, Anhui Technical College of Water Resources and Hydroelectric Power
◆ Mr. Abulajiang, Tuoheti, Chair of College Council, Xinjiang Institute of Light Industry Technology
◆ Madame Kong, Bin, Vice President, Ningxia Polytechnic
◆ Ms. Wang, Jinfeng, Vice Director, Tianjin Sino-German Vocational Technical College

Besides visiting the many career and technical education programs of the various campuses of St. Louis Community College District, the international visitors attended the Annual Convention of the Missouri Community College Association to gain a better comprehension of the role of a state-wide association.

ccepperson@stlcc.edu
Development researchers have found that “investing in girls’ education has a demonstrably positive...effect on a broad range of development goals—such as increasing productivity in agriculture, decreasing family and community health problems, improving the social status of women, and strengthening civil society” (Sutherland 2001). However, studies show that for most parents in developing countries, the cost of public education remains too high. Moletsane and Manuh (1999) concur that, “while charges may look nominal, the real expenditure that parents incur is quite high.” Finding money for uniforms, shoes, tests, and similar supplies creates family hardship.

Two consecutive international study tours of The Ohio State University-Agricultural Technical Institute (Ohio State-ATI), The Arts in Ghana with Service Learning in 2008 and 2009, developed collaborative components to conduct research in Ho, Volta Region. These tours studied the effects of both national and international emphasis on girls’ education, bringing the study to a local level.

In 2008, 25 students and three faculty members interviewed over 200 women and one man at the Akatsi Women’s Cooperative, Mawuko Girls’ Secondary School, and the Dela church choir and Dela women’s Bible study groups. Our survey found that the biggest obstacles to girls’ education include: School expenses are too costly (54.0%); parents need girls to work at home, the market, or in the fields (15.0%); families have too many children (12.4%); girls are not interested in attending school (6.2%); and parents stress boys’ education (6.2%). 29.5% of respondents think girls’ education is more important than boys’; 80.0% desire more female teachers because they inspire girls; 91% expect girls’ education to eliminate poverty; and 98.0% agree that Ghana should put more emphasis on girls’ education.

In 2009, seven students and three faculty members hosted a workshop to hear the issues and improvements Ghanaians had for girls’ education. Small, mixed groups of Ghanaian leaders, educators, and students in collaboration with Ohio State-ATI students and faculty members developed questions for discussion. After small group and plenary sessions, participants agreed that harassment by teachers and early pregnancy each contribute greatly to girls’ dropping out.

At the end of their tour, the Ohio State-ATI group met in Accra with the Honorable Afua Dansua, Minister of Women and Children’s Affairs and a member of the Ghanaian parliament. Sharing the concerns revealed in our workshop, the Ohio State-ATI asked that the government: direct more funds to girls’ education, including an increased capitation grant and scholarships; initiate a “Girl Child” day; improve curriculum to include early sex and HIV prevention, career exploration, and gender studies highlighting women’s contribution to Ghana’s history; institute primetime media promotions; urge alumni and traditional leaders to act as mentors for girls; and institute a mandate to increase the number of young women in all areas of university study.

In turn, the Minister outlined her priorities of clinics, daycare, and clean water for rural women. For children, she insisted on educational opportunities and healthcare. She also wanted to give women and children, who traditionally are “seen and not heard,” a voice. Further, she expected the “average person” to receive a poverty alleviation microfinance loan offered through a World Bank grant.

Through discussion, journaling, and term paper writing, Ohio State-ATI students expressed that these research projects significantly affected them because they were able to engage in substantive interaction with women. They learned how to conduct oral histories and interviews, work collaboratively, communicate through a translator, and appreciate the relative difference in educational opportunities and life chances between the USA and Ghana. The students also realized that both educational processes are far from complete. They acknowledged seeing the value of the social sciences in improving people’s lives by assessing local needs, so that leaders have the information to make appropriate changes.

Imagine attempting to mount an international art exhibit at your institution. The logistical and financial considerations might seem insurmountable: transporting the pieces, insuring the art, providing exhibition catalogs. And those are just a few of the many details involved in staging an event that, though nice to offer in the spirit of increasing international/intercultural awareness, takes up a fair amount of a college’s personnel and financial resources. Can one community college justify the staff hours and funds?

Perhaps not—but a group of three can. In Tennessee, three community colleges, separated by distances of up to 245 miles, are joining forces to host a Mexican artist exhibit. How did these far-flung schools come together over paintings, photographs and sculptures from an even more distant foreign country?

Enter the Tennessee Consortium for International Studies (TnCIS), an organization that represents 19 colleges and universities devoted to making international education and cultural understanding a central goal of higher education throughout the state of Tennessee. Known by students and faculty on their respective campuses as the group that arranges study abroad, TnCIS is involved in numerous activities that strengthen the international component of member institutions. Staging otherwise out-of-reach art exhibits is one of those endeavors.

“The Women of Michoacán: Art and Artists” is a 50-piece collection of works from six major Mexican artists. With collective exhibition credits throughout Mexico, across the United States and in Europe, these are artists whose pieces might not ever make it to the local community college. But by working in conjunction with the Ministry of Culture of Michoacán, TnCIS is bringing to Tennessee students and community members, in the words of Michoacán Secretary of Culture Jaime Hernández Díaz, “a point of encounter between the cultures of Mexico and the United States.”

Scheduled for the spring semester of 2010, the exhibit opens first at Pellissippi State Community College in Knoxville, Tennessee, the headquarters for TnCIS. After a two-week run, the show moves 180 miles west to Lynchburg, home of Motlow State Community College. Then it’s on to Dyersburg State Community College, located another 245 miles to the west in Dyersburg.

Each of the three Tennessee colleges is individually responsible for the ground-level duties associated with hosting any traveling art exhibition: unpacking, hanging, supplying on-site security, repacking and shipping the materials. Each also does its own local marketing for the event. Those big-picture details that might otherwise prove a stumbling block? The Ministry of Culture of Michoacán covers the cost of transporting the art from Mexico to Tennessee, insuring the goods and providing exhibition catalogs.

Coordinating the entire collaborative effort, and thereby saving valuable staff hours for each school, is TnCIS. Theresa Castillo, TnCIS program coordinator, explains the consortium’s role: “I am working with staff in each of the three art departments, libraries and vice presidents of academic affairs to make arrangements for the exhibits.” That frees Anne Kinggard, Pellissippi State’s Art program coordinator, and her counterparts at Motlow State and Dyersburg State, to do what they do best—bring art to their students, the faculty/staff and the community. Said Kinggard, “‘Women of Michoacán’ is the second exhibition that Pellissippi State has hosted through the sponsorship of TnCIS. As a community college, it is often difficult to attract exhibits of this caliber, as we have limited funding and gallery space. The TnCIS-sponsored exhibits are preceded by exceptional photo materials in an adaptable format for our marketing purposes, and the works arrive in appropriate crates and packaging. This eases the shipping process to the next venue. These measures allow us to offer a wonderful cross-cultural visual opportunity to all who visit.”

Through the power of cooperation, assistance from a statewide consortium and co-sponsorship from a Mexican state, three community colleges will offer this spring an international/intercultural event that none could have staged as well, if at all, working alone.

For further information contact either of the following:

www.pstcc.edu, www.tncis.org
Pellissippi State–Based Consortium
Expands Study Abroad Opportunities for Students

The Tennessee Consortium for International Studies (TnCIS), based at Pellissippi State Community College in Knoxville, Tennessee, offers its first study-abroad programs in Asia in summer 2010 and continues expanding its destinations in Europe.

The latest travel opportunities to be added are to India and China in Asia and Italy, Austria, and the Czech Republic in Europe. TnCIS has 15 study-abroad programs for 2010.

Tracey Bradley, TnCIS’s Assistant Director, says the academic focus of the program’s inaugural year in India will be sociology, history and philosophy. She envisions the coursework expanding to other areas, such as business and engineering. “Because of the diverse culture, India is an ideal laboratory for study in a wide range of academic areas. Even a three-week study in the country will almost certainly be a life-changing experience for our students,” said Bradley, who is directing the India program. The trip to India takes place for three weeks in May, 2010. Students will visit the country’s capital of New Delhi, then head to Jaipur in the desert state of Rajasthan. The courses incorporate local culture with excursions to religious and historical sites, as well as social service groups. Sites will include Jama Masjid, India’s largest mosque; the National Museum; and Sandhi Smriti, a memorial to Mohandas K. Gandhi. Students and faculty also will visit an AIDS clinic in Jaipur and the Barefoot College, a rehabilitation program and vocational school for street children near Jaipur. They will go to the city of Agra to see the Taj Majal and a tiger sanctuary in Ranthambore National Park.

As India and China have emerged as economic powers, study abroad in Asia has become more popular. With more than four billion people, the continent is home to 60 percent of the world’s population. “Regardless of students’ major, it is paramount to understand Asia’s role in international globalization,” said Bradley. “Whether it is India’s role in solving complex global challenges or China’s role in stabilizing the global economy, one must understand the culture first.”

In addition to serving in her position with TnCIS, Bradley is also an assistant professor of sociology. She is one of several faculty members participating in the 2010 study abroad programs. Sue Anne Lewis, an assistant professor of Interior Design Technology at Pellissippi State, is co-directing the Italy program, and Cindy Alexander, an associate professor of Business Administration, will teach in Italy. The Italy program will last three weeks in May, 2010, with approximately two weeks in Siena and one week in Rome. The focus in the first year will be on photography, the history of architecture and interior design, and business.

TnCIS represents 19 colleges and universities in Tennessee committed to making international education and cultural understanding a central goal to higher education. Students from a variety of institutions throughout the state take part in TnCIS study abroad. In fact, since its first offerings in 2007, the consortium has seen dramatic growth in student participation and, consequently, the number of programs. This summer, 204 students opted for study abroad through TnCIS, with South Africa, Spain and Greece emerging as the three most popular destinations.

The study abroad programs, for which students earn college credit, range from three to five weeks. Applications were due on Feb. 11, 2010. For more information on fees, important dates and courses, view the TnCIS Web site at www.tncis.org and select the program of interest, or call (865) 539-7279.

Mohawk Valley CC Has DGV Requirement
By Sara Coleman

Mohawk Valley Community College (Utica, NY) has initiated a Diversity and Global View (DGV) requirement for all incoming students. This requirement enacts the College’s belief in the difference in individuals. More formally, “The College recognizes that our students need to understand that in today’s world, different cultures interact and must be appreciated. We have a global view which perceives the interconnectedness of technological, ecological, social, health and political issues that must be understood from an international perspective. Students will develop an intercultural awareness and a respect for other points of view and will be prepared to be participants in an increasingly global community,” according to the General Education Statement on Diversity and Global View.

What is unique is that the requirement is a combination of coursework, attendance at DGV-designated cultural events, and the completion of online tutorials. One online tutorial, “Introduction to Diversity and a Global View” is required by all students.

Students pursuing an associate’s degree must complete one DGV-designated course in their major, four tutorials found in Blackboard online, and attend four DGV-approved events.

Students pursuing certificates must complete two online tutorials and attend two DGV events. Courses include anthropology, foreign languages, and specific courses such as “Introduction to Human Services,” “Death, Dying and Bereavement,” and “Introduction to Hospitality.”

Subjects for faculty-developed and peer-reviewed online tutorials include Mexican Culture, Health and Illness, Botswana, Lebanon, The Great Wall of China, Women of Science: Female Nobel Laureates, Understanding Buddhism, Holocaust Writing, and American Gay Literary Voices of the 19th and 20th Centuries. Cultural events have included not only International Day but also events such as the movie Religulous, a lecture by pollster John Zogby, and a student performance of Agnes of God. Attendance is recorded electronically.

For additional information, please contact Dr. Sarah Coleman, scoleman@mvcc.edu.
This year, Riverland Community College’s Global Education Committee (GEC) celebrates 10 years since its inception. During that time, the committee has established a mission to provide a wide range of student-centered educational opportunities to enhance personal growth and community vitality, and to develop global perspectives through curricular and co-curricular activities, exchanges, and partnerships.

Every year, GEC sets goals that reflect this mission and their vision. The vision statement sets forth the committee’s commitment to community and reads, “Riverland Community College will be central to its communities as the recognized leader for lifelong learning by fostering global learning.”

GEC created, along with support from Riverland Administration, a sister college relationship with Kherson University in Ukraine in 1999. This opened opportunities for exchange students from Kherson to study at Riverland for a semester with travel and tuition paid for by GEC and housing provided by Riverland’s faculty. Other projects with the sister college include online English classes with tuition funded by GEC; a Friends of Ukraine grant, sponsored in conjunction with Minnesota Peace Corp; and Aces of Austin, an organization dedicated to green energy. The grant funded a newly redesigned website with language translations to better connect our sister college relationships by giving facility virtual tours, a video highlighting the English language department, and an opportunity for faculty to enroll in a Ukrainian culture and history course via Skype.

Some other notable projects over the years include:

- Theatre performances co-sponsored with Riverland’s theatre department
- Musical groups from around the world
- Holocaust author and speaker
- World Population Balance founder and speaker
- Art shows featuring student and community artists from diverse backgrounds
- Gulag Exhibit, co-sponsored with Riverland’s writing center to show art work from women laborers worldwide
- Human Rights Day and Martin Luther King Day activities at the college co-sponsored with Austin community organizations

This year, GEC helped sponsor the Education for Global Learning consortium’s fall conference. In return for this sponsorship and monetary donation, Riverland Community College receives the opportunity to host a conference featured speaker at a Faculty development day this spring, 2010.

GEC also recently connected all three Riverland campuses with a computer library link that provide direct classroom support to faculty through resource books and videos purchased by GEC.

The Global Education Committee is a member of three consortiums: Education for Global Learning, a Minnesota consortium; Midwest Institute for Intercultural/International Education, a regional consortium; and Community Colleges for International Development, a national consortium. These memberships allow GEC’s members to network across the United States with other professionals thereby keeping ideas flowing.

Riverland takes pride in the achievements and goals this committee has reached during their first ten years. There are two core themes the college strives to incorporate into teaching and learning at the college. One theme, Global Perspectives, assists graduates in understanding the growing interdependence of nations and peoples and develops abilities to apply a comparative perspective to cross-cultural social, economic, and political experience. The second core theme, Human Diversity, helps graduates to understand individual and group differences.

Riverland Community College, a member of the Minnesota State Colleges and Universities system, is a regional comprehensive community college inspiring learning for living through a personalized educational environment. Approximately 4,000 students are served, annually, through a wide range of credit-based educational opportunities. An additional 5,600 students are annually served in non-credit courses. Facilities are located in Albert Lea, Austin, and Owatonna, Minn. Riverland may be found on the Internet at www.riverland.edu.

The Minnesota State Colleges and Universities system comprises 32 state universities and community and technical colleges serving the higher education needs of Minnesota. The system serves about 250,000 students per year in credit-based courses and an additional 140,000 students in non-credit courses.

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**We Welcome Your News...** Editors: Mike Keller, Theo Sypris / Design-Layout: Arleigh Smyrnios

We invite your news items and articles of cultural events at your college, faculty or student travel and exchanges, or articles about innovative activities/assignments in your internationalized classes. We prefer that your information and/or articles be emailed as attachments. Articles should be Microsoft Word Documents (preferably 10 pt. text). Any photographs should be separate from the articles, not embedded in the article. Thank you.

Please e-mail items to: tsypris@kvcc.edu