

Community College of Philadelphia: Leadership Institute

Subject: Final Project Report

ARLENE CANEY

Project Title: Research of International Faculty Exchange Programs involving US Community Colleges

Overview of Project: The original project was organized to explore the possibility of developing an International Faculty Exchange program for CCP. The major task was to locate and examine faculty exchange models from various Community Colleges in the United States, beginning with community colleges in Pennsylvania. Questionnaires (see Addendum A) were sent to various colleges and individual connections were explored through many phone calls and e-mail. A model was proposed and went through many changes after meetings and my visit to Merida, Mexico.

Problem: The proposal addressed the continued development of faculty exposure to international academic processes and culture. Other systems of education could be explored by an exchange as well as faculty rights, academic freedom and responsibility and academic culture. Faculty would need time to research academic information including video and photographs which would be presented at their home institution to other faculty, administrators and students.

Outline of Steps Taken: The first challenge was to find colleges that had such exchange programs and would generously give us information. There were also many other types of questions to explore and answer including fostering CCP faculty Union support, finding exchange partners, developing possible housing models, designing a length of program, exploring a balance of teaching/ research projects that faculty could accomplish in the exchange, exploring possible Visa problems, working efficiently through the appropriate college hierarchy, finding money for faculty from less financially advantaged countries who would come to CCP, etc. The original list of questions posed to other colleges is found at the end of this report (Addendum A). In addition, the final model is attached (Addendum B). A sample application/registration form for faculty is also included (Addendum C)

I met, e-mailed and phoned a variety of persons to research my questions including CCP Union allies Karen Schermerhorn and Steven Jones. International studies allies included David Presjnar and Mitchell Furumoto. Judith Gay sent copies of my questionnaire to various Pennsylvania college contacts. Also, Liberal Arts Dean, Sharon Thompson met with me, David Presjnar and Mitchell to discuss the history of CCP exchanges and the many possible problems in the development of an International faculty exchange. Other CCP allies include David Watters from Student Activities and Fay Beauchamp. Zinta Konrad, International Exchange Director, College of DuPage, provided invaluable information and suggestions. In many cases second and third meetings followed. GeorgeAnn Huck, director of Central College in Merida, Mexico arranged for me to meet with representatives from The Teachers' College of the Yucatan and gave other advice for faculty exchange.

Purpose of Project and connection with the college's mission statement: The aim of the research was to lead to the first step of a program to increase faculty and student knowledge of other cultures in order

to continue the college's mission for "Increased awareness and appreciation of a diverse world where all are interdependent" By visiting other countries and bringing faculty to CCP we are able to gather an "Improved ability to pursue paths of inquiry, to interpret and evaluate what is discovered, and to express reactions effectively" Primary sources are a truly effective method of gathering information. The exchange partners would be chosen on an individual basis to enhance our knowledge of other cultures and their traditions.

Implementation of project: Update

The project began as information gathering research to explore models of possible International exchange programs that are offered at Community Colleges in the US. Questionnaires that were sent to Pennsylvania community colleges resulted in the fact that there were no community colleges involved in international faculty exchange.

It seems as though the original project to look at possible models of International faculty exchange from other community colleges really expanded from the connections that I was able to acquire through my contacts with other Fulbright scholars, the Popular Culture Association and individuals who administer international education programs at other colleges.

So far, I arranged two sources for faculty exchange (Mexico and Finland) that are available for an exchange with Community College of Philadelphia.

I was invited to be the first sample visiting faculty to explore exchange questions in Merida, Mexico for five days following the CCP mid-semester break. I funded the visit myself and stayed in a student dorm. I gave lectures on the international development and designs of 20th Century Mexican silver jewelry to American speaking residents from the city (including a jeweler, shopkeeper, students and other residents) and taught service learning techniques at an orphanage in Merida by bringing college students there from a university and teaching them how to use music and balloon sculpture with young children in order to build memory and dexterity

I was able to use my free time to research the Carnival, Folkloric dance, modern Latin dance (Cumbia, Salsa), the Canziones as the involvement of children in that society (orphanage and schools). Over three hours of video was shot and brought back to CCP to use as teaching tools with faculty and students.

The results of this visit were very promising. It was arranged for me to meet the faculty and administrator of the Yucatan Teachers' College when I visited Mexico. A professor of Music education is interested in visiting CCP and the director of the college is interested in arranging an exchange program with our college (See **Long term goals**)

My connection in Finland wants to know if we wish to have our college added to his International faculty exchange list. More discussion is still needed to explore the types of exchanges that he arranges with other colleges. Looking at things from the other direction (the International exchange college) can help the project tremendously. Approval is needed from CCP to add our college to his list after we work out the details of an exchange model.

Evaluation of Project:

Short term:

I have completed more than my original goal by using the completed research to write a model for International faculty exchange. It seems that my research and results provided the first step that will hopefully lead to a formal International faculty exchange. Following college procedures all of my research and this report will be given to David Prejsnar, International Studies Director with a copy sent to Sharon Thompson, Liberal Arts Dean.

Long term Goals

I am working with Sharon Thompson and David Prejsnar to explore the idea of bringing a professor of music and education from the Teachers' College of the Yucatan to visit and give lectures at CCP next April so that the college can use the results to complete the faculty exchange project model.

Future Suggestions

Since this is the first Community College project of its type in Pennsylvania, it is my hope that the CCP model, once in place, would become the first model that leads to a statewide consortium of community college international teacher exchanges. Other state models including those of Illinois, Arizona and California will need to be further explored to gain more insight and information.

Summary of what I learned

1. I learned techniques of obtaining information from various colleges.
2. The problems involved in designing an exchange program first seemed overwhelming, but I had success in working them out one at a time and being positive about the process.
3. Brainstorming was essential
4. My personal connections through the Popular/American Culture Association, the Fulbright-Hays summer travel grant attendees and the East -West Center were of utmost importance in obtaining information and contacts.
4. I found out that I have a skill in idea suggestion and development
5. Development projects at CCP have a hierarchy that must be followed for success.
6. I learned to ask for help from many sources.

ADDENDUM A: QUESTIONNAIRE

Arlene Caney

Research Project on International Faculty Exchange

Questions:

1. Does your college have an international faculty exchange agreement?
Who is the coordinator?
2. Do you have a template of the exchange agreement, and would you send a copy to me?
3. Is there a faculty union at your college, and if so, how does the Union contract affect the exchange?
4. What Visa information plays a part of the exchange?
5. What is the length of the exchange?

ADDENDUM B: Sample Exchange Model with International Institutions

I would like to suggest that CCP begin a program of International faculty exchange following these guidelines:

1. Length: Two weeks maximum (during Spring or Fall, CCP semesters)
2. Purpose: Each institution would have an opportunity to increase its knowledge of other cultures.
3. Duties and responsibilities of faculty members: They would give seminars to faculty and/or students. Guest faculty members may be invited to give a lecture to an existing class. Faculty members would have a balanced schedule of lecture and learning about the specific aspects of academic and/or cultural research. They would work with more than one person at the exchange institution.
4. Salary: Each sending institution would pay the salary of its faculty member. Faculty members from other countries visiting CCP may be paid indirectly by CCP's Student Activities (through an affiliate in some cases) to give a lecture or demonstration. This payment would aid in offsetting some of the costs for certain international professors.
5. Faculty coverage: The sending institution (CCP) would arrange class coverage for its professor through the Department chair. Coverage would be paid to adjuncts following union contract.
6. Travel fund: The CCP professor may apply to the Travel Fund for trip monies or may be supported by other college sources. The CCP professor would give a lecture on the trip experience in the Teaching Center in the semester following his/her return as well as prepare material for his classes.
7. International faculty: CCP faculty would host visiting professors in our homes. It is important to use two or three homes to give the visiting professor a view of different settings and not burden one faculty member. The CCP professor would stay at student dorms or someone's home during his/her exchange.
8. Interested faculty would fill out an application form and be chosen by a committee of four or five persons who were chosen by the International Education director and the Liberal Arts Dean. (Addendum C has a sample application form).

Addendum C: Sample Faculty Exchange Application*
Application Instructions
FY '0_

Please review the following instructions/requirements:

- The Multicultural Professional Development Committee (MPDC) seeks to support as many individuals as possible, including those who had have had previous CCP-funded multicultural experiences as well as those who have had few or none. If you have been previously funded by CCP, you cannot reapply for three years after your return from your funded program or activity.
- You must be a **full-time or part-time CCP faculty, administrator or classified staff member** and have at least **two years of employment** at C.C.P. by the application deadline.
- Recipients must participate in a multicultural committee **for two years** following the International experience.
- Applicants are encouraged to use vacation time to participate in these activities.
- Recipients must agree to several follow-up activities.
- Approval of your unit supervisor/administrator is required.
- You are encouraged to contact a Multicultural Professional Development Committee member for feedback before submitting your completed application.

Deadline Date: Return the application packet to _____
by _____

Every application must have the following:

Multicultural Professional Development application form
Administrator approval
Financial Worksheet
Verification of program costs (attach documentation)
Essay

Multicultural Professional Development FY '03 Application Form

Name (Print) _____ Extension _____

Division/discipline/department _____

Program applying for _____

Dates of proposed program _____

Date started at College of CCP _____

Previously College funded international programs

Program/activity

Dates

Amount of funding received

Department Chair Approval

Please discuss your proposal with supervisor before developing the full proposal.

I have reviewed the application of _____
and I

- approve
 do not approve

his/her participation in the proposed multicultural experience for the following

time period _____

under the following conditions:

_____ vacation time
_____ paid time away from work
_____ other (specify) _____

(Signature of Chair) (Print Name)

Date _____

Reason if not approved _____

(Signature of Division Dean) (Print Name)
Date_____

- approve**
- do not approve**

Reason if not approved _____

(Signature of Committee Chair, MPDC) (Print Name)
Date_____

- approve**
- do not approve**

Reason if not
approved_____

Financial Worksheet

Estimated Costs

Registration \$ _____

Housing \$ _____

Meals \$ _____

Air/ground transportation \$ _____

Application fee \$ _____

Program fee \$ _____

Other (specify) \$ _____

TOTAL COST \$ _____

Funds Available

Multicultural Professional
Development Committee \$ _____

Professional Development Fund
(Contact Travel fund) \$ _____

Contribution from division
or department
(Check with your supervisor) \$ _____

Personal contribution
(Out of pocket costs you will cover) \$ _____

Other sources
(Funds from other sources,
such as stipends, grants, waivers) \$ _____

TOTAL FUNDS \$ _____

* Attach verification of program costs (i.e. copy of original flyer, brochure, etc.)

Essay Instructions

Discuss the anticipated benefits of your multicultural experience following the outline provided below. Be as specific as possible. This information will be kept on file. Describe your anticipated outcomes/ benefits in an articulate, well-written essay. You are urged to contact a member of the Multicultural Professional Development Committee or the International Education Office for feedback before submitting the final copy of the application. Attach your typed responses on a separate sheet of paper.

I. Proposed project

- name, title, and dates of project
- description of project
- your goals and objectives for participating in the project
 - preparation for the project
 - previous experiences that may bear on your participation
 - activities, resources that will help you prepare for the project

II. Anticipated Results of Proposed Project

- What do you hope to achieve through this project?
- Who will benefit directly and indirectly from your proposed activities?
 - Provide measurable outcomes to the best of your ability, i.e. numbers of students, community members, faculty, administrators, and classified staff who will be impacted.
- How will you benefit personally and professionally from this experience?
- How do you plan to promote study abroad for students and international professional development experiences for faculty and staff you're your return?

*(Excerpts modified from College of DuPaige, International faculty exchange form)