

**International Education at Blue Ridge Community College
The Report from the International Education Task Force
Named by Dr. John Downey, Vice President of Instruction
September 2007-April 2008**

Task Force members:

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Background

For nearly twenty years, international education has been steadily growing in importance and prominence on the campus of Blue Ridge Community College. Language courses, international lunches, faculty exchanges through VACIE, increasing numbers of immigrant students from around the world, including students on F1 Visas (international students who pay all expenses), grants with other VCCS colleges, and occasional study abroad trips with students are just a few of the varied international elements at the college. Both instructors and administrative faculty have developed and nurtured the ideal of international studies through various stages: first as individuals, then through an International Roundtable, and most recently more formally in the college governance structure during 2006-2007 as an Ad Hoc Committee of Planning. Upon completion of their work with the Planning Committee, this committee became a formal subcommittee of Planning and submitted the *Report of the International Sub-Committee* during the summer of 2007 (members: Julia Bland, Cathy Dent, Donna Ladd, Ann Smith, Nell Tiller, Pamyla Yates, and Rowan Zeiss; Appendix 1). In the fall of 2007, BRCC VP of Instruction Dr. John Downey created the *International Education Task Force*, charging the ten committee members to:

- Provide background, context and coordination for international education
- Examine the philosophy, mission, and strategies for implementing BRCC's vision of international education, and consider what budget would be needed to implement this vision
- Develop a plan that includes explicit strategic elements for implementing the vision.
- Devise recommendations that might be implemented short term and long term in a way that allows decisions to be made in a timely way without stifling creativity and limiting opportunity
- Suggest a set of institutionalized policies to put in place so faculty involved in international education never needs to reinvent the wheel.

The following represents the work of the Task Force.

Context

The International Education Task Force coordinated our work in the development of international education goals and strategies with the *BRCC Strategic Directions* document. The final draft is attached. In blue colored font are the connections between this document and the Strategic Directions. February 2008 draft Mission statement of the college's new strategic directions plan states:

Blue Ridge Community College anticipates the educational needs of the central Shenandoah Valley, providing comprehensive programs and services within the environment of academic excellence.

The document provides for new initiatives in various areas, including international education. The International Education Task Force connected our discussions to the value statements and the Strategic Direction Statements. Of particular importance to our work was this quote:

The Educational Experience in which Blue Ridge Community College will explore, diversify, and expand the educational experience to anticipate the varied needs of our community in a changing world with the areas of focus including:

- *Supporting activities that increase global awareness*
- *Exploring opportunities for student learning outside of the classroom, and*
- *Strengthening existing and creating new relationships with area partners and constituencies.*

The Task Force also considered statements included in the environmental scan surveys (relevant excerpts are included in the appendix 2) carried out during the revision of the Strategic Directions plan. Local business CEO's and various government officials consistently noted the importance of educational experiences that would allow students to reach a more global understanding of geography and culture. In addition, the task force itself surveyed all BRCC personnel, with 61 responses received concerning current practices and interest in international education (for results, see appendix 4). Also, a document that was not available until the end of the task force meetings came from SRI international; *A Master Plan for the 21st Century Workforce Transitions in Shenandoah Valley* which provides additional evidence of the importance of international education. SRI International conducted an assessment of the Shenandoah Valley's education and training opportunities with a view toward 21st century workplace demands."(p.iii). the assessment produced an overview of the strengths, weaknesses, opportunities, and threats to workforce transitions in the region. Minority populations and immigrant issues were major themes, and various options were stated for meeting some of the needs.

The Task Force thus has a mandate from both the local and global community to investigate strategies that enable the college to help our students work toward these competencies.

Why *International Education* in Higher Education?

- The world is getting smaller; students whose exposure to intercultural diversity and international issues is greater will be better able to understand other cultures, and will be more competitive in the global workplace.
- A proactive approach for unity among differences sustains American ideals and values and creates intercultural skills that can manage conflict that may arise and enhance cooperation in the workforce environment and the community at large.
- Students will need to have increasing awareness of global interdependence and exposure to other cultures to become an active part of an educated citizenry.

Why *International Education* at Blue Ridge Community College?

- to prepare transfer students to participate in the discussion of international complexities they will encounter in the four-year college curriculum. Many four-year institutions are addressing international exposure before the sophomore level.
- to prepare non-transfer students for entry into a work force in an increasingly diverse and internationally competitive community.
- to encourage the international and immigrant students attending BRCC to share their diverse cultures, enriching the college environment and validating all students' connections with the college community.
- to pursue and support the faculty interest in international learning demonstrated through individual initiatives and survey response.
- to respond to the concerns expressed by community leaders in the BRCC Strategic Directions Area Environmental Scan this indicated a need for more international and geographical knowledge and awareness.
- to join other community colleges in the VCCS which are increasing their efforts in promoting international and cross-cultural educational opportunities.

Mission Statement

BRCC will provide our students an introductory path to the understanding of a globalized world through a variety of means including discussions, enhanced curriculum, academic and cultural programs, and studies abroad.

Goals of International Education at BRCC

Promote international awareness in the BRCC curriculum

- Encourage disciplines to include, as appropriate, global perspectives in their courses and program objectives
- Maintain and expand the foreign language program so that students can more effectively communicate with people from other cultures
- Engage international students and scholars in the area as resources in the classroom
- Use distance-learning courses to expand opportunities and to exchange knowledge and ideas, enabling academic programs to become more available across national boundaries.
- Ensure that we put workable options in place with regard to cultural diversity requirements mandated by articulation agreements

Provide opportunities for increasing international awareness for both BRCC and local community

- Encourage outreach programs that work with local economic development and other agencies to help understand the impact of the international dimensions of the demographic changes occurring in the area, and its impact on BRCC and our service area.
- Identify partner institutions (VCCS and others) to complement and strengthen BRCC internationalization efforts
- Support public schools in order to expand international understanding and smooth the transition into college and the work force.
- Examine the meaningful linkages with business and industry that might be helpful in promoting the globalization of the curriculum.

Support BRCC international students in their adjustment to life in the United States

- Encourage English writing labs for learners of English
- Establish Learning Communities which target languages and cultural mixes
- Operate a range of intercultural programs such as festivals, film and lecture series and performing arts events to highlight the values and contributions of other cultures.
- Support BRCC international and multicultural student organizations
- Establish peer mentoring programs which connect native BRCC students with international students

Develop opportunities and affordable means for BRCC students and faculty to study abroad

- Coordinate international curricular initiatives to establish best practices for planning and experiencing study abroad
- Standardize proposal process for faculty who wish to organize a study abroad class
- Develop resource bank for faculty and students to inventory and coordinate international opportunities
- Establish links with international colleges and universities
- Establish local, regional and/or international intercultural service opportunities for BRCC students
- Provide opportunities for professional development funds which allow faculty members to prepare for approved study abroad efforts with a preliminary trip

Implementation Strategies for International Education Goals

Coordination of International Education Activities:

Ideally, the College would eventually designate a full or part-time coordinator or someone compensated with release time to help plan and implement international initiatives as tasks increase in number and needs increase in scope. Until that occurs, a continuing committee of interested and experienced individuals who already have plans and activities in place could advise and assist the efforts of individuals who want to implement a new initiative.

Institutionalized forms, policies and resources:

The International sub-committee has developed an international web page from which required forms for travel are available. (<http://www.brcc.edu/international/>) This is also a resource for information about international activities, travel, and coordination of blogs from the groups that are traveling.

As international efforts grow on campus, a new form may be created for proposing new international studies activities. It should reside on the international web page, along with any other documentation needed. For example, a form may be created to verify the qualifications of a leader(s) of a study abroad as having the necessary skills to manage the students, academic curricula, safety, and travel issues.

Budgeting for International Education and Studies:

The budgeting for international studies has been a matter addressed by each department, administrative entity, and funding source for current and past activities. Funding identifiable as supporting international education could be allocated for on-campus intercultural efforts and for the exploratory trips in preparation for study abroad. It is possible to create study abroad programs that are largely self-sustaining. Even the expenses of the trip coordinator/faculty member can be included in student costs, but some additional *per diem* support should be considered to defray faculty expenses and nominally compensate their efforts beyond teaching salary. A history of BRCC actual expenses in support of study abroad (Appendix 7) indicates that this does not need to be a major financial commitment.

Standardized Study Abroad proposal process:

- an application to develop an international studies trip or project describing the academic application of the experience and the connection to Strategic Directions
- screening/approval of committee of international activity and/or coordinator
- approval from the appropriate Dean and Vice president of Academic Affairs
- upon approval, BRCC or VCCS professional development funds from the appropriate office or a centralized international budget for exploratory trips for instructors to check out a potential study abroad experience
- encouragement to seek both in-house and external grant funding to support international education or education abroad activities.

Task Force Questions and Answers:

1. **Should international education/studies become a general education requirement at BRCC?** At this point in our deliberations, the task force is not recommending this. There will be many initiatives that will target as many students as possible.
2. **Should there be a formal push to have an internationalized curriculum?**
Again, at this point the task force is not recommending this item. We know from our survey of faculty and staff at the college that many people have engaged in international studies, either by travel, study abroad, or by heritage. Those individuals will provide the emphasis and expertise as we expand and explore international education at BRCC.
3. **Is this a valuable effort given the small number of BRCC students who can participate in study abroad?** To paraphrase the well-known star-thrower story, anyone who gets the opportunity to participate in a well-designed study abroad program is changed forever. (A man is walking along a beach, stops, reaches down, picks up something and throws it into the sea. A person behind him, walking along the same beach, reaches him and asks, “What are you doing?” “I am throwing the starfish back into the sea.” The reply from the other man, “That seems useless. There are so many of them. How can you possibly help?” The star thrower replied, “It helped that one.”) The late Dr. Paul Lee liked to quote Dr. Robert G. Templin, Jr. from his address to the opening session of *New Horizons 2007 Teaching and Learning in a New World*. Dr. Templin’s Theme was *America’s Competitiveness in a Flat World: Implications for Community Colleges*. Regarding study in another country, Dr. Templin said, “Even if your institution can send only 2 or 3 for a study abroad experience, it makes a difference.” Dr. Lee repeated this line to many of us working on the Task Force.

**Appendix 1: The International Education Sub-Committee
Report to the Planning Committee
May 2006 and September 2007**

Study Abroad:

focus points

- *Coordinate and support opportunities for BRCC students and faculty to participate in the international study or travel.*
- *Develop and recommend education abroad procedures which are consistent with governance and existing administrative goals and structures.*

activities

1. Coordinated and assisted at two general study abroad sessions which were offered to students in the 2006-07 academic year:
 - a. ***Making a Study Abroad Plan*** (Ladd, Yates, Smith, Clemmer)
Students were introduced to opportunities and strategies for identifying, evaluating and financing study abroad before and during their transfer enrollments.
 - b. ***Safe Travel and Study Abroad Open House*** (Ladd, Zeiss, Tiller, Yates, Wack)
Students, staff and public were invited to a 2 hour practical workshop for preparing for safe travel. The workshop offered free passport photos and instructions on how to obtain passports.
2. Helped Donna Ladd plan general information sessions for promotion of and Orientation to the England study abroad trip
3. Identified and articulated a general protocol for developing study abroad Programs in conjunction with Dr. Downey: explore with site visit prior to taking students.
4. Launched a web page to promote international education generally, and also to make study and available travel abroad opportunities accessible to students and parents in a central place.
5. Researched and identified potential programs of professional development for staff and faculty working with incoming international students.
6. Identified and networked with local, regional and state peers in the area of international education, study abroad, and international student services including, but not limited to:
 - a. SECUSSA listserv for Community College and Study Abroad
 - b. Western Virginia Association of International Education
 - c. VCCS International Studies Peer Group
7. Gathered and reviewed forms, manuals, procedures currently in use and some that are successful in other institutions for use in last summer's two

study abroad trips.

International and Immigrant Students:

focus points

- *Coordinate strategies aimed at increasing the number of international students and immigrant students enrolling in the college's programs.*
- *Work with the Dean of Academic Support Services to provide recommendations as to how our current student support services can be augmented and enhanced to address the needs of these students who do enroll at the college.*

activities

1. Initiated an International Student Welcome Tea for F-1 students in August 2006; planning a similar but more inclusive event on September 19, 2007.
2. Nell Tiller and Laura Zarrugh created "Immigrants and Immigration in American Society" (Sociology 293) and this is taught by Dr. Zarrugh at BRCC. This course pre-dates the work of the committee, but through discussions about the expected increase in the numbers of English Language Learners, Nell Tiller prepared and arranged for a joint presentation about the changing immigration demographics of the Shenandoah Valley with Dr. Zarrugh at the August 2006 in-service.
3. The committee met with Dean Mary Wayland in Summer 2007 to discuss inclusion of more immigrant resident students with international countries of origin in addition to F-1 "international students."
4. Researched and identified potential programs of professional development for staff and faculty working with incoming international students.

Global Awareness and Intercultural Diversity:

focus points

- *Develop programs and strategies to introduce our students and community to the cultures, traditions, and economics of other nations of our world.*
- *Help our students gain global perspectives through awareness of other cultures*

activities

1. Several programs have been organized by sub-committee members and other faculty members throughout the College. To prepare for New Horizons presentation, Nell Tiller, Pamyla Yates and Donna Ladd assembled a retrospective of all the international programs and activities that have been offered in a 2 year period at BRCC; there were over 10 such activities.
2. Sub-committee members researched possible acquisition of library resources such as Culturegrams, and identified other resources that can be linked to the international education web page.
3. No specific committee initiatives have been planned at this time, but

individual members have contributed to exploring future programs for students in Hungary. Three sub-committee members together with other faculty are working on hosting a delegation from Dabas, Hungary in October which will offer students, faculty, staff and community new perspectives from a newly emerging economy in central Europe. Committee members will work with these individuals to help host a visiting group from Dabas in October.

Appendix 2: Excerpts from 2007/2008 Strategic Directions Environmental Scan Interviews

(1) Interview conducted with Robert (Twig) Strickler, Thursday, May 3, 2007 at 8:30 a.m. by Audrey Lail

Question 1: Given our global, regional, and local trends, what important issues and emerging needs do you see critically impacting our community in the next 1-3 years?

- Biggest demographic change in Rockingham Co. is the exploding ethnic diversity of its citizens.

I used to be able to take the telephone book and flip anywhere and know practically everyone on the page; I can't even begin to do that now. Look how big and heavy the phonebook has become!

My grandchildren are in class with children from as many as 17 other ethnicities.

- From a HR colleague, this disturbing trend: too many college grads come into the workplace not knowing how to deal with others, poor interpersonal behaviors.

Question 2: What opportunities do you see for the College in responding to these important issues and emerging needs?

- BRCC needs to think about the Valley's immigrant population more in multi-generational terms. Historically, children of immigrants tend to seek higher education that leads to becoming career professionals and therefore lifting their families into the middle-class. Their first step-up to higher education will be BRCC. Is the College truly ready for the influx of thousands of such students already in the elementary and high schools (with numbers growing) within its service area?
- Enhance cultural awareness and international career skills by working with Rosetta Stone to (1) dramatically increase the number of languages that can be offered at BRCC and (2) increase the speed by which immigrant students can enhance their command of the English language.
- Develop a course that strongly addresses interpersonal skills (with ways to put them into practice) and make it required for ALL STUDENTS regardless of their degree program.

Question 3: Given your various civic, charitable, and business associations, can you suggest any current initiatives where the College might be able to assist or collaborate?

- BRCC needs to take the leadership initiative to strengthen its relationship with the middle/high schools (higher visibility) and greatly increase information dissemination. Not enough information is being disseminated directly to parents and their children.
- Keep SIFE healthy—great image enhancer for College and great educational tool for students.

(2) Interview conducted with Pablo Cuevas, Wednesday, May 9, 2007 at 12:30 p.m. by Audrey Lail:

Question 1:

- Rockingham Co. student population is growing rapidly (breaking ground on 4th high school) and there is concern that BRCC isn't preparing fast enough for the greater number of new students who will be wishing to enroll over the next three to five years. Given the weakened academic conditions of most of these students, due mostly to ESL issues, BRCC will be the first (and only) choice for most of them.
- A growing number of metropolitan college students are coming to Rockingham Co. for college and then deciding to stay. They will need occasional reverse-transfer assistance.
- Local government is becoming much more discriminating about which industries will be allowed to settle in Rockingham Co. Most of the current industrial candidates will be expected to bring high tech positions, and therefore a continuous focus on new skills-set upgrades will be necessary.

Question 2:

- Create ways where BRCC faculty can network with career professionals, inviting them into the College's classrooms and labs. These working professionals can explain/show in dramatic ways the relevance of the knowledge and skills students are learning in their respective programs.

(3) Interview conducted with Pat Coffield, Tuesday, May 15, 2007 at 2:15 p.m. by Audrey Lail:

Question 1:

- There are two sub-populations of students in Augusta Co. schools. First subpopulation consists of students with collegiate plans and performs at the college- prep levels. The second is a growing subpopulation of middle and high school students who do not have any higher education or workforce training expectations beyond high school and are settling for the low wage, dead-end jobs offered by the big box retailers (presently).

Question 2:

- Increase BRCC visibility in Augusta Co. middle and high schools to help shift the paradigm of students with no higher education expectations.
- Research approaches that local retired persons can take to start new careers and build/market viable paths for them in BRCC offerings.
- Ask that the College review the county’s comprehensive plan, seeing ways to parallel its own services/programs with county goals (thinks that the College could see more realistic opportunities in the county goals through its own perceptual lens of staff, programs, services, resources, etc. than the county could looking in the opposite direction)—then initiate a dialogue.

Question 3:

- BRCC needs to take a leadership role in bringing public school leaders, HR professionals, and employers together to start a conversation on how to shift the paradigm for the low expectation students. Most likely, a significant, positive shift within this subpopulation will lead to increased enrollment at BRCC over any other local institution.

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(4) Interview conducted with Bill Hamilton and Amanda Huffman, Wednesday, May 23, 2007 at 10:00 a.m. by Audrey Lail:

Question 1:

- Where its infrastructure is O.K. in attracting new industry, the major business recruitment problem lies within workforce issues.
- Waynesboro has plenty of workers, but has a quality labor problem—especially in the soft skills and competencies areas.
- Staunton has a quantity labor problem, needing to import a lot of its labor. The city has a hard time competing with Harrisonburg in attracting/recruiting industries due to the labor imbalance.

- Industries don't necessarily look for the safest or best location to put a facility, but an inadequate workforce is a deal breaker, especially in areas of white collar professionals, science clinicians/technicians, and those with strong bi-lingual skills.
- Because living in the county is getting more expensive, a shift of people moving into the city proper is becoming evident. Urban convenience, accessibility, and cultural opportunities are driving the shift. A growing market for accessible higher education is also expected.
- City is not attracting and recruiting the right people who would attract the best businesses. A "chicken or the egg" perception problem exists. There is an unfair, untrue perception of Staunton that its citizens are excessively conservative regarding growth and progress—wishing to remain in a time capsule. Past civic leaders have created this perceptual misunderstanding—however, current government leaders are wanting to change this perception to one that Staunton is open for high-quality business and lots of it as well as carefully managed urban growth. It backs up these claims with amply financed incubation programs and well-maintained infrastructure capacity.
- Staunton and Augusta Co. have a low-unemployment status that is betraying its truer condition—that of having a significant population of underemployed workers quite capable of training for better-paying jobs. Having only the macro-employment statistics makes it hard to sell the area to potential industries. Numbers showing a significant population of underemployed laborers are urgently needed as they would increase new recruitment opportunities.

Question 2:

- Help city to educate those citizens who are still leaning toward continued resistance to industrial growth that will doom their children and grandchildren to leaving Staunton/Augusta Co. for viable employment elsewhere. Good jobs locally will enable children to stay, make a good living, and continue to help out in maintaining family-owned farms and ranches.
- BRCC needs to upgrade its economic outreach activities. What BRCC and Sarah Johnson have done by winning substantial grants and offering outreach assistance to various regions of its service area have been admirable, but Staunton wishes more such BRCC efforts were focused on its own local citizenry. Could Lester Smith be more visible in Staunton? Would BRCC be willing to collaborate with the city in getting the state's attention regarding its incubator business programs, assisting in obtaining matching funds?

- BRCC could help research ways to document the underemployment statistics in making a case to quantify the underemployed. Could significant numbers be developed through data collected from current student populations?
- BRCC could take a leadership role in developing career training pathways to address the “trailing spouses” issues of potential skilled personnel being recruited to Staunton.
- BRCC could explore ways of matching specific degree programs to local citizens in need of new career opportunities as a possible approach to filling the skills gap in areas where recruitment from the outside has not been successful. This would include appropriate academic screening and a commitment that once the degree is earned, graduates would stay in area for a determinant amount of time.

(5) Interview conducted with Carl Rosberg of NTELOS, 01MY07, 10:30: by Bud Levin :

- CEO of international shipping company: will be spending millions on locating large ships in Portsmouth.
- Still need all the craft folks – are high schools serving people well?
- opportunity for high end tech and for distribution and crafts – BRCC needs to train craftsmen, the folks who focus on kitchen/bathroom, etc. the high schools are not doing the job.
- Business folks moan and groan about ill-prepared grads. some truth to that, especially soft skills, customer relations, ethics/integrity. need to work with business. they are investing money in training, but BRCC could be more actively involved in the training. more focus on learning more than the specific job field. teach values/mission sensitivity. generic won't do it – customized to specific company mission/values, e.g., in a leadership class where content is customized to a company.
- got to be careful about assuming we will be isolated from over-arching international trends. all businesses still struggling with diversity (ethnic, language) in customers and employees.
- major capital investments – should we buy Chinese, etc. questions hard to resolve. focus on alternative futures.
- on the way out is traditional manufacturing (Virginia metalcrafters, dupont). huge problem. high value investments create very few jobs.

- china is cheap now, but eventually they will shift – stability in a changing world.
- no major flaws at BRCC now. BRCC is strong in nursing (obvious need in the valley), vet tech (nothing but success) and transfer (needs encouraging).
- about 1998 was at dinner with new president of WVU. he was a lawyer, alumnus, smart guy. said to run it like a business, focus on customer service. students are customers. therefore, process re-engineering. needs to be tempered because can't give students everything they want, but responsiveness, including in business processes and voicemail, is crucial.

(6) *Interview conducted with Martin Lightsey, Specialty Blades 03MY07 1200 : by Bud Levin :*

- china and India will continue to dominate the manufacturing sector. if you're selling commodities or doing service to those who sell commodities, you will have a hard time doing business in the u.s. competition for jobs is no longer interstate, but international.
- biggest demographic is older. minority, Hispanics, etc. – look who's having the children. that shift will accelerate – in a 1-3 year time frame.
- political – only in Augusta County could someone more conservative than Emmett Hanger have a strong base in Emmett Hanger's party.
- Global warming is a hot-button issue these days. pressure from the Al Gore extremes, e.g., reducing fossil fuels, but fossil fuels are probably causal. problem is what to do about it that is in any way cost effective. cost of Kyoto protocol, and is that a good way to spend your money or would society benefit more if we feed the hungry, gave people a better education, put more people with aids into remission, etc.
- nuclear will be seriously growing over the next 20 years. environmentalists can't have it both ways. conservation and windmills and solar all will likely be of negligible impact.
- need to become more market-driven than product-driven. think ahead. multiple products for markets already penetrated.
- what will the language of the working class be, upscale English, lower level Spanish?
- soft skills – not what you say but how you say it.
- high school grads – for academically-oriented kids (the top 20%), we're doing better than ever. otoh, for the bottom 40%, it's worse than it's ever been. half of them don't graduate and those who do have had less discipline taught at home. martin says he's fortunate he doesn't have to hire many 18 year olds. he feels sorry for restaurants.

- one of the biggest opportunities for brcc is to find a way to deal with high school dropouts. analogous to dealing with the worst of special ed at the highest priority. could BRCC provide GED or other, e.g., Warner's readiness certificate – anything that would bring them into the mainstream? somehow rescue those sob's by finding a way to motivate those whom parents and schools have failed.
- key for BRCC is how to deal with success, growth, how to fund it, how to figure out relationship between campus and service area. more distance learning, more off-campus sites, etc. demand absolutely will grow, and would even if BRCC were not doing a good job. BRCC is in the right position, doing the right things, but what would be the effects of five years of 10% student growth a year?
- VCCS has been a great partner in general and BRCC to manufacturers is general. good cooperation already, e.g., career readiness certificates, crc+ manufacturing, 3 community colleges have offered to help; BRCC is one. Almost all of workforce development stuff that has come to the attention of manufacturers he knows have community colleges playing positive and willing roles. BRCC has been the largest recipient of specialty blades' charitable contributions. tech ed scholarships – SB currently fundings them through the community foundation (former "SAW"). the mission of BRCC aligns well with SB'S charitable inclinations and Martin trusts that will continue.
- It's not obvious that BRCC needs to change much. Presidential succession will be a major issue and transition for the college, as with most businesses that have had the same CEO for 20 years, especially when the CEO has endeared himself to so many constituencies, internal and external. That's the #1 challenge for the college, on top of how you are gonna deal with growth. the college will have its hands full for the next decade.

(7) *Interview conducted with Debbie Callison First Citizens, 4 May, 1100 by Bud Levin :*

- Massive increase in interest of kids in xfer curriculum because of guaranteed xfer agreements as well as economics. concern that we will be serving more and more northern Virginia kids who are jmu wannabees. issue for scholarships – focus should be on local kids.
- cc's will become first choice since money is tight, single parents, etc. BRCC's standing in the eyes of the community has risen dramatically. good for parents (cost, still supervise kids who live at home while attending).
- College degree may not do what it did in the past. will need continuing ed, grad school, etc – careers are more demanding. college degree in some respects is what a high school diploma used to be.
- Many kids getting out of high school can't write a paragraph. parental supervision is a problem. role of low expectations. schools are starting to do a better job on skills instead

of focusing on “creativity”. when she hires, she expects people to write a letter the way it should be written. their applications must be hand-written.

- very tight labor market. they try not to hire people unless they have previous work experience. will hire college kids for summer help, but tend to be top-ranking students. clients say market is also tight in blue collar. people will move from job to job for very little pay difference. they want benefits but don't seem to make decisions based on them – despite their own best interests. kids expect to make \$50k/yr but don't know how to do anything.
- some kids do a good job in college, participate in internships, etc. most employers want kids to make their mistakes on someone else's nickel. kids don't want to work very hard, but that has always been true.
- all municipalities want high-tech/high-paying industries, but not all will find them. we are blessed to have the employer diversity we do have. off-shore labor challenges every industry. amazing that Hershey hasn't moved to Mexico. the employees of Genesco and their ilk already have gone; southside Virginia is still struggling with that. it also helps that we have a lot of state jobs and a lot of higher ed institutions, some overflow from Charlottesville and Lexington (tourism and sports, etc).
- Augusta County has recognized the challenges of growth, wants conservative growth rather than megasites. the family farm will continue to be challenged. there has been and probably will continue to be a big influx of distribution jobs. all the walmarts and home depots and targets in the world won't attract kids back home.
- the community is growing, even though Staunton is shrinking. affordable housing is an issue in all 3 communities. we're getting a fair number of retirees who passed through somewhere in their careers and remembered it fondly. they have more resources and drive land prices up. where will the young live?
- kids make bad choices relative to their resources. they have no clue how nor any desire to save money. it's worse now because capital resource cost is so high. spend it now and worry later. watch the cars that high school students drive.
- we all want our kids to be more successful than we were, but will that happen in this generation? there are plenty of top-notch kids doing the right things. look at them and you know they will be successful. otoh
- brcc is on the right track. consider recruiting kids, making kids aware of brcc as early as middle school. if college wants to grow and as tuition continues to go up, demand for cc's won't shrink in any way.
- nursing program could grow dramatically – good salaries, aging population.

(8) *Interview conducted with Reo Hatfield – Reo Distribution. 09MY07, 1000 by Bud Levin :*

- We've never been more global than we are now, and we'll get a lot more so. We are one economy. The 3rd world countries are gearing up and even 4th world countries are making some progress. That is driving all the dimensions we listed (economic, demographic, political, environmental).
- Environmentally, china is the biggest disaster and will affect all of us in the next few years. it already has taken away all industrial jobs. we have only service providers and high tech. our emphasis must be high tech, knowledge-based growth or we're screwed.
- college should focus on import/export training. people aren't even aware of what Reo does. he trains people how to ship stuff world-wide – Reo isn't just a trucking company. many people in our community can't even locate and know nothing about the countries to which he ships. our whole economy is based on import/export – to the extent we have anything to export.
- Reo will become a “foreign trade zone”, which allows high volume purchases but receiving in small volume. it's already in the final stages – customs/dhs people were there 08 may.
- people, potential employees, don't understand how products and information move across nations – import/export. Reo will be giving a seminar on import/export. smart to have a course on transportation and distribution. we are in the center of distribution of the US – 65% of US population is with a day's drive. that's why all the warehouses and trucking companies. we have lucked out so far, but it would be nice to be intentional.
- brcc has done a great job. can't be any more proud than he is – very satisfied. college should emphasize technical ed, including medical, communication. import/export is of information, not just products. Import will grow because we will manufacture even less.
- Virginia import/export group just sent a group to Brazil – buying shoes.
- Security systems at the upper end will be getting bigger. high tech is rarely seen in port systems – the highest ranking guy in a major US port just got WIN2k yesterday.
- Brcc has done very well, but needs to keep growing – economic impact.
- Waynesboro retail will grow by a factor of 8 in the next 3 years. will need retail service provider training, including for the elderly, who will be competing for those jobs. the construction boom will continue, mainly retail, small shops, big buildings with small shops in them. populations will rise to about 25k in 3 yrs.
- lean toward training people in skilled trades. college transfer is nice, but limited jobs. there will be a lot of people with degrees working at walmart. need to train people to operate their own homes and personal finances.

- people are self-centered, don't have a sense of the community in which they live. Staunton-augusta-waynesboro needs to become more regionalized, but it will come slowly. the lack of political leadership in backing regional growth. much of the leadership we now have has never worked at all or never worked in the private sector.
- training for retail will be valuable – that's where the action will be, along with medical, security, distribution.
- there is an acute shortage of truck drivers across the u.s. brcc would be a front-runner if it taught esl to potential drivers. native-born people just don't want to do over-the-road trucking. also, please train people about geography.
- our school. systems sort of suck. just ask people – even office people in the trucking industry – which direction is east, or to point out Indiana or even texas on a map. they can't give change without a calculator. ask who is your local delegate or on city council or spend as much time on computers (office, data entry) as you can. all in all, people need the basics and simply don't have command of them.

(9) Interview conducted with Robin Sullenberger 5/8/07 by Patty Lotts:

- The Community College has the best reputation of all the college's in the area and we need to "play to our strengths".
- Technology driven initiatives are most important. It is perceived by many that the 81 corridor is quickly becoming the new "technology" arena and we should capitalize on this point.
- New companies like Criticon and SI International are locating in Harrisonburg. Are we addressing the training needs of these companies such as the advanced computer skills?
- We need to look at the programmatic needs of the Data Center in relation to the job skills needed for these areas.
- Homeland Security issues and defense issues are becoming more important. Robin is in close contact with the Governor's office as they work with these issues.
- The Diversified Workforce needs to be addressed by the College. Robin had just attended a meeting this morning where reps from Merck, and several large companies around the area were present. He said this is significant because just a few years ago, companies would not have shown this large of a concern over the diversified workforce. Somehow the College needs to address more about language/communication and the soft skills for employment.

- Address Basic electronic programs, mechanics, and pneumatics in terms of the computer driven world. The Maintenance Mechanic is the top paying job in our area. Are we providing the necessary training for these type jobs?
- In conclusion, BRCC needs to control its own destiny rather than have destiny control us!

(10) Interview conducted with Carter Melton 5/10/07 by Patty Lotts:

- “If it ain’t broke-don’t fix it” is how Mr. Melton began our conversation. High praise for Dr. Perkins and the way he has worked with AMC and Rockingham Hospitals. Jim’s approach is “what do you need and how can BRCC help you with that need”. He described Jim’s approach has an “academic entrepreneurial enterprise”.
- His advice is to stay close to all customers and continue to be flexible.
- All health care careers are or will be in short supply. Which is most pressing? Is there any way BRCC could work with JMU to coordinate a program for Physician Assistants and Nurse Practitioners? Mr. Melton says there will be a shortage of doctors in the coming years and any programs that would be relevant to this need would be most beneficial.

(11) Interview conducted with Ben Carter 5/10/07 by Patty Lotts:

- BRCC needs to respond to the needs of the community. We should continue to grow and look at curriculum and work closely with advisory committees to improve and modify our curriculum on a continuous basis.
- BRCC should not “come up with programs” but rather let the needs of the community drive what the community college should provide.
- Areas of greatest need should include technology and retail training.

(12) Interview conducted with Rodney Eagle 5/23/07 by Patty Lotts:

- Many new companies coming into the Harrisonburg area such as Criticon and SI. Be able to respond to the technology needs of these new businesses. Many administrative-operations people will be needed in the near future. The reason that some companies are interested in locating to our area is because many of our residents are bilingual.
- Many more retail jobs will also be moving to the Hburg area. We will have jobs to fill.
- With the opening of the Fine Arts Center at JMU, 5000 new students will be arriving on campus. This creates not only more jobs at JMU, but also jobs throughout the area for housing, construction, mechanical, etc. Should BRCC think about training for these jobs too?

**Appendix 3: Draft #5 (2/14/08) for Strategic Directions for 2008-2010
(Words in blue connect to the International Education Task Force document)**

BLUE RIDGE COMMUNITY COLLEGE

Founded in 1967, Blue Ridge Community College is one of 23 community colleges within the Virginia Community College System. The College offers credit courses and programs through the associate degree level, as well as non-credit, workforce development, and continuing education opportunities.

MISSION OF THE COLLEGE

Blue Ridge Community College anticipates the educational needs of the central Shenandoah Valley, providing comprehensive programs and services within an environment of academic excellence.

VALUES

In fulfilling our mission, the College is guided by the following values:

Learning

promoting outstanding teaching and learning practices;

- supporting life-long learning;
- emphasizing general education in its curricula;
- encouraging scholarly activity and professional development;
- **advocating free exchange of ideas and beliefs**; and
- providing educational access.

Excellence

- encouraging initiative and innovation,
- rewarding exemplary achievement,
- expecting personal responsibility,
- evaluating and improving effectiveness, and
- implementing support services to ensure success.

Positive Relationships with the Community

- anticipating and responding to education and training needs,
- planning educational programs through community relationships,
- collaborating with organizations and other educational institutions,
- providing resources for the intellectual growth and enrichment of the community, and
- encouraging active involvement in community service.

Campus Culture

- maintaining a welcoming environment;
- nurturing inclusion and respect;
- maintaining a governance structure that supports shared decision-making;
- promoting effective organizational communication at all levels;
- using technology to enhance instruction, improve efficiency, and increase educational opportunity;
- nurturing the development and practice of leadership;
- modeling integrity and ethical decision-making; and
- providing an attractive, accessible, and functional environment for learning and working.

VISION

Blue Ridge Community College--a model educational institution recognized for

- innovation and excellence in programs and services
- leadership contributions at the local, state, and national levels;
- its supportive environment for working and learning; and
- graduates who make a difference.

STRATEGIC DIRECTIONS STATEMENTS

The Strategic Directions statements are, by design, broad and non-prescriptive so that the College has great flexibility to address rapidly changing and often unforeseen needs of the next three years. All College units will use the Strategic Directions as a framework for developing specific goals, objectives, activities, and measures of institutional effectiveness for the day-to-day operation of the College for the next three years and beyond.

The Educational Experience

Blue Ridge Community College will explore, diversify, and expand the educational experience to anticipate the varied needs of our community in a changing world.

Areas of focus will include:

- A. Developing new opportunities to broaden course offerings,
- B. Expanding access to BRCC course offerings,
- C. Supporting activities that increase global awareness,
- D. Exploring opportunities for student learning outside of the classroom, and
- E. Strengthening existing and creating new relationships with area partners and constituencies.

Campus Culture and Environment

Blue Ridge Community College will create a positive campus culture and environment.:

Areas of focus will include:

- A. Creating and maintaining spaces that provide functionality, efficiency, and tranquility;
- B. Addressing safety and security issues,
- C. Expanding resources to meet the College's needs,
- D. Enhancing and expanding transportation services,
- E. Encouraging opportunities for professional growth for all employees,
- F. Developing new opportunities for student interaction, and
- G. Providing leadership development opportunities for students and employees.

Student Support

Blue Ridge Community College will support student success.

Areas of focus will include:

- A. Providing resources, staffing, and “one stop” services to ensure students receive responsive and prompt assistance and guidance;
- B. Enhancing the effectiveness and visibility of virtual services,
- C. Establishing easily accessible common areas for students.

Appendix 4: International Education Task Force Mission Survey

41 responses online

20 responses on paper

61 total responses

1. List any international experiences you have had including, but not limited to, travel or study abroad.

- Numerous trips to Canada, a couple as far south as Nicaragua, a couple of years in the Far East, and grew up in the jungle of Philadelphia. I've no clue how you define the generations in the following question. My parents were born here; my grandparents were not.
- I have had a Chinese student live in my home. My daughter was a Rotary Exchange student in France. My former in laws were French Canadians.
- Traveled extensively in Germany, including visiting towns and schools of famous mathematicians. I speak German.
- summer study abroad in London in college foreign professors and fellow students – I enjoyed learning about their different perspectives and upbringings all sorts of international experience promote personal growth, understanding and tolerance
- lived in Switzerland three years helped lead a semester abroad (with husband) in Florence
- None
- London Austria Germany Switzerland
- I've been to Europe 3 times. During those trips, I visited France, Spain, Italy, Greece, Germany, Holland, Denmark, and England.
- I traveled to Europe twice when I was in high school. Once to England studying for a week and the other trip was for 6 weeks on tour singing.
- Lived in Orleans, France from Dec 62 to Jun 65. Graduated from Orleans American High School on 6 June 1965. During this time, visited Belgium, Germany, Switzerland, Spain, England. "Visited" Vietnam in 1969 for awhile. Visited Cozumel Mexico, Ocho Rios Jamaica, Georgetown Grand Cayman, Half Moon Cay Bahamas, San Juan Puerto Rico, Charlotte Amalie St. Thomas, Basseterre St. Kitts, Nevis in the Caribbean. Visited Miami, Florida (seems like a foreign country).
- studied in London, England 1 semester undergrad married a Brit – lived/worked in London 1 year did 2 graduate practica semesters in International Studies Office – did Master's research on International Student Orientation have travelled to England, Scotland, Ireland, France, Holland, Switzerland, Italy, Canada, and (very briefly) Mexico
- Traveled to England, Scotland, Jamaica, Mexico, and Bermuda in the 1980's

- trips to: Canada, Western Europe, England
- Business-related travel to UK, France, Scotland.
- Born overseas (US service member dependent) Lived middle east (6th & 7th grade) (US service member dependent) Hosted exchange students from Germany, Japan in the 90s
Vacation travel to Mexico, Canada, British Virgin Islands
- Graduated from German university. Travel to Europe each year.
- Worked in an international sales office for an architectural products firm – had to field calls from overseas suppliers or clients at times (Asia, Middle East, South America, Caribbean, Europe); made travel plans for 5 to 8 sales team and management members; once arranged shipping of hurricane relief supplies to a Caribbean client.
- Only traveled out of the country once on an island vacation; so love Bermuda. However, while growing up, I acquired strong family ties to several immigrants from Yugoslavia, England, South America, Spain, and South Africa (Dutch perspective). Through their eyes, I was _experiences_ on history, geo-political issues, and the simple day-to-day life experiences of “common folk” of other ethnic groups. Their experiences became a part of my youthful conditioning, seeing people of difference cultures as cherished resources instead of objectives to be merely tolerated. I also was lucky to have a world-traveled business partner. I inherited all of his stories and pictures.
- Have been on a two week EF Educational Tour with high school students to Italy (summer 2007).
- I have traveled to Canada several times. I have had numerous _experiences_ with foreign students in classes and seminars, etc. at JMU.
- My experience is limited to brief trips to Canada and Mexico.
- Traveled as a tourist to France, England, Wales, Ireland, Jamaica, Canada Lived in England for 4 months as part of JMU Semester abroad program
- Traveled to Mexico and the British Virgin Islands for leisure.
- When I was a child, my family hosted several international students in our home, for periods from a few days to a few years: these students were from Japan, Costa Rica, El Salvador, and other Central American countries I’m forgetting at the moment (I was quite young during some of this!) I’ve studied in England and traveled to Canada, English, Scotland, Ireland, Wales, and France.
- Traveled to Egypt in 1994.
- For pleasure, I have been to most of the countries in Europe; Canada, Puerto Rico, Venezuela, Columbia, Panama, Mexico, and most of the Caribbean islands. As a VACIE exchange partner, I visited Wales and Ireland.
- My husband and I traveled to Romania in 1997 to adopt our daughter. We were there for a week, during their civil war time.
- My experience is with international students. I worked for Sponsored Student Programs and attended many of the International Student Programs at the University of Arkansas. I

- Britain and Central America
- Participated in the exchange program with the Netherland.
- Tourist travel to Canada, Mexico, and Jamaica.
- Traveled to France (Paris) with BRCC students. –Sponsored trips to Washington D. C. with humanities students to visit Smithsonian museums: Freer and Sackler which feature Asian and African art and artifacts. –Taught Survey of Western Culture (Hum 201 & 202) which is global in perspective.
- Travel to Canadian Rockies, eastern Canada, Mexico City, Germany, Switzerland, Austria, Luxembourg, Scotland, two trips to England.
- Travel & study in Costa Rica Travel in Spain, Guatemala, Belgium, Mexico, Canada
- travel and study in Europe during high school (early '70s) and as a tourist since '90s
- I traveled to Greece in 1984. Visited museums and historical sites in Athens and took a boat to Santorini Island in the Aegean. I went to the archaeological dig on the island because of my interest in the chemical study of ancient artifacts. I went back to Athens, took a train to a seaport where I took a ship to Italy. I traveled by train to Naples, Pompeii, Rome, Florence, and Venice. I continued up to Vienna, Austria. I enjoyed great food, wonderful music, interesting museums, and took in as much as possible.
- I worked for 10 weeks in Peru in 1969 and have travel with groups in 1983, 1997 and on a personal trip in 2001. I took students to Spain in 1984 and was awarded a study experience in Barcelona in 1990. In 2003, my husband and I traveled for two weeks in Spain. I took students to Mexico in 1980 and 1985. Since 1998 I have taken students to Costa Rica almost every summer. One summer, my husband and I traveled in Costa Rica for two weeks. I have just returned from a trip to China for World Language Professionals. Besides travel, I have worked with various immigrant groups in the U.S. and my husband and I have hosted international students at Thanksgiving for the past 37 years. One of the most rewarding experiences has been almost 25 year experience with a family in Lima, Peru. I met them when the 13 year old daughter arrived at UVA Hospital for a deformed skull, to be treated by the best plastic surgery doctor in the US. The story is too long for this survey, but the relationship continues to this day
- I lived on the Texas/Mexico border for two years and made numerous trips to the interior. I have been to Canada numerous times for pleasure and to attend professional conferences. I spent two weeks in England at a Veterinary Nursing Program and another two weeks there on holiday. I traveled to Australia for a professional meeting and had the opportunity to travel around the East Coast.
- Extensive traveling when younger. Occasionally international trips (every other year). I currently serve as chair of an educational committee for an international professional society

- I have traveled extensively in Mexico and western Canada. I have been to Taiwan and Ireland.
- Travelled to Canada, primarily the Eastern Islands
- Born in Germany, family in France, Germany and Italy, I return every year. Have travelled to India, Botswana, Costa Rica, Cyprus, St. Martin
- Spent 2 months in Europe when my brother was stationed in German. Went to several countries; German, Austria, Italy and France
- England, Scotland (two cousins still live there), Austria, Germany
- Non, I have never been out of the country
- Lived overseas for 3 ½ years (3 in Italy, ½ in Northern Africa)
- Recently returned from BRCC trip to Hungary, grew up in Micronesia; took HS students on two trips abroad through AIFS (to England and Spain), took personal faith-based trips to Guatemala and Nicaragua, 1988; served as study abroad advisor and academic adviser to intl. Students at Lynchburg College for 5 years
- None
- 2 weeks in Haiti, Israel, then Israel again.
- Study Abroad: Italy, undergraduate. Travel: Scotland, Ireland, England, Netherland, Belgium, France. Graduate studies in Japanese Art. VACIE-Cemp Exchange in the Netherlands
- 2004: Study Abroad to University of Cambridge International Summer School, Cambridge, Stratford-upon-Avon, and London. 2005: Conference presentation at the Shakespeare Institute, Stratford, and visiting Cambridge.
- Born in Japan, lived there 2 years. Lived in Taiwan 3rd and 4th grade (Air Force Child). Travelled to Bermuda in 1999, Bahamas in 2005.
- Roommate in College was from Peru, tutored a college student from Japan, missionaries from our church regularly visit
- Travelled to Cayman Islands for honeymoon, 2002
- Pakistani friends
- Spent 6 weeks helping my husband, who was a faculty advisor from a JMU study abroad program in Spain. On our way home, my family also stopped in London for several days. I have also been to Mexico.
- No travels abroad. I have taught numerous international students from over 20 countries.
- VACIE-CEMP exchange to Great Britain. Lived on Mexican border, numerous trips in the interior. Canada- for meetings and to present seminars. Australia, for presentation and meeting.
- Extensive travel; England, Ireland, Wales, Germany, Australia, Bulgaria, Poland, Estonia, Latvia, Turkey, Greece, Ukraine, Hungary, Czech republic, Belgium,

Netherlands, Denmark. Hosted guests from India and Morocco. Attended Liskey Institute as a young woman after WWII, attended by people from all over the world, focused on peace building, understanding, etc.

- Visits to Germany, England, Switzerland on several occasions to test equipment and tour mfg. Facilities
- Worked with many vendors, engineers and technicians from Europe at the land
- Worked at our Canadian plants near Ottawa for a short period of time

2. Are you a first or second generation immigrant?

Yes : 7

No: 51

No Response: 3

3. If you are a first or second generation immigrant, please specify from where.

- Eastern Europe
- Ukraine
- Italy
- France
- Hungary, Denmark
- My maternal grandparents came from Austria-Hungary and spoke only Slovak.
- Ukraine

4. How important is it for students and faculty to become aware of cultural differences and develop a global perspective? 61 responses

1= Not important	0:	
2=	1:	1.5%
3=Average importance:	3:	5%
4=	17:	28%
5= Highly important	40:	65.5%

5. Would you elaborate on the reasons for your answer to the question above?

- they need to develop global economic perspectives -- plural with intent -- and an understanding that there are cultural differences. until we define what "cultural" means, this question is impossible to answer well.
- To promote mutual respect.
- To promote world peace.

- We have an extremely global economy these days. Intolerance and narrow-mindedness are root causes of most of the unnecessary conflict and war going on in the world today. Empathizing with other cultures/religions, etc. can make the world more peaceful and easier to live in. All sorts of international experience promote personal growth, understanding and tolerance. In addition, it's just really fun to visit new places!
- Because the Shenandoah Valley has been so insular for so long, and is just now beginning to change in a very major way, people are slow to accept/embrace people from other cultures. I think there are still a lot of stereotypes out there. I think diversity in the valley is going to continue to grow and will affect economics/education/culture here.
- Appreciation for life in the USA Broadens educational experience
- I think students are aware of cultural differences, but quite often don't understand or appreciate other cultures.
- we live in a global society/economy - needed for business/work as well as understanding that differences in people/cultures do not mean "wrong" or "bad"
- We are no longer isolated by oceans.
- In order to prepare students to be successful in our ever-changing world, they must both recognize and appreciate diversity. We are no longer part of a local economy, competing with the person next door for a job. Rather, we are competing globally.
- Global economy. Have to know what's up.
- We tend to live in a very sheltered, homogeneous area. It's difficult to empathize with people unlike yourself unless you have taken the time to learn more about them and try to understand the very miniscule piece of the planet you know. And you certainly can't communicate well with someone if you don't know what might be offensive to them, even with your best intentions up front.
- I teach various aspects of diversity in my business classes--to see team members and fellow work associates from other cultures as valued resources to creative problem-solving and decision-making rather than barriers that limit productivity. Too many of our Caucasian students growing in the Valley don't have an expanded view of the world--seeing themselves as both American citizens and citizens of the world. To broaden their cultural horizons is to broaden their skills and better able them to compete in a global labor market. To help them understand the norms and customs of other cultures is to help them to become comfortable with diverse others from all walks of life and seek to work with them rather than shying away.
- The world situation makes it important that we understand each other and find common ground for a better future.
- The world is becoming smaller each year. Today's students will find employment with companies that deal with suppliers and distributors outside of the US. They will also work with people who are coming to our immediate area from other cultures. To be successful in this environment, our students will need to be aware of differences in cultures.

- Everywhere - the Valley especially - is becoming more culturally diverse, and we all need to be aware of cultural differences to be a successful society.
- Exposure to other cultures makes us aware of individual differences. It broadens our perspectives and makes us more open-minded.
- Over the last 2 years, I have had a diverse group of students. Harrisonburg in particular has a large population of diversity. I feel it is important to know about as many cultural differences as possible to provide adequate and competent nursing care. I have stressed this with the students and have incorporated diversity even more so this year, with not just lectures but with guest speakers.
- I believe students and faculty need to understand the different co-cultures that live in this country. A better understanding of other co-cultures will allow individuals to communicate more effectively. We all communicate differently. We don't have the same language or nonverbal language for that matter. I make sure that I provide my students with Intercultural Communication theories and ideas. It is important for "everyone" to understand that cultural differences exist and "we" need to work together to breakdown communication barriers. By acknowledging that our perceptions about the world is shaped through communication, I believe people can start to develop a more global viewpoint.
- Globalization from a US perspective and especially from a Shenandoah Valley perspective will directly be affecting our students. They will be working with, for and alongside people of different backgrounds and cultures. Demographically, Rockingham county (and BRCC) has had a steady increase of diverse populations within the last ten years and that number continues to rise. BRCC needs to provide our students with opportunities to understand and develop a global perspective so that they can be effective employees and citizens.
- We are becoming a global society and what happens in the US can affect many other people all over the globe or vice versa.
- With an increasingly diverse population in the US, it is important for everyone to understand the differences between cultures and realize that there is no one "right" culture or set of beliefs.
- To learn about other cultures promotes intellectual tolerance.
- A couple of major reasons: we work in a global economy and our region is becoming increasingly diverse.
- The world's nations are increasingly interdependent and we need people who are attuned to cultural differences and who can communicate with people who speak other languages to be able to help foster communication and understanding between the world's nations and peoples.
- To prepare students for experiences beyond our borders, to raise their realization that we're all "from" somewhere, to provide them the opportunity to develop some perspective of Americans' place in the world

- Gaining an awareness of another culture helps to dispel the "us and them" attitude some people have to greater or lesser degrees. They find that "folks are folks" wherever you go.
- We live in a changing world, often referred to as a flat world. We are rapidly approaching the time when we will no longer be a dominant country. Dominance may not be the issue, but understanding and search for peace are issues we need to know how to manage in order to experience the kind of life most of us have been used to in the U.S. We need to try to manage the future when we don't have any idea what the future holds. Part of that managing includes learning languages, culture, and geography, understanding as much as possible the many facets of the global economy, studying science and math to keep innovation as one of the major components in the U.S.
- We live in a global community. People freely travel from one country to another. The US demographic is changing, now even in the rural areas we are seeing Hispanics, Asians, and Eastern Europeans. They are using our businesses and attending our schools and churches. Products used here are made all over the world. With faster and freer world travel diseases can move from place to place quicker and easier.
- Be aware of what's in our immediate cultural community not so much what is global
- We don't live in a vacuum. What happens in Mexico, South America, Europe, Asia, etc... has an impact on our daily lives. We are not liked in the world. There's a reason for this and we need to change it.
- The world is getting smaller. We MUST become aware of the cultural diversity.
- We live in a global society where events and, more importantly, activities in foreign cultures can affect "our" society
- An educated person, a leader in the field, needs perspectives beyond a small corner of the world
- To understand the various customs students from other countries may have
- Many students now come from other cultures. All Americans need global perspective now more than ever before
- Sometimes other cultures have different beliefs and customs and being aware of them would be helpful at times
- Our community, now more than ever, encompasses the world. All of us need to know and understand how the decisions we make affect the rest of the world.
- Our society has become highly international. We encounter people from other cultures everywhere in our community. Increasing awareness will increase acceptance. We fear what we do not understand.
- People are better off when their worldview encompasses all contexts.
- Our world becomes smaller every day (politically, economically, and culturally). We must develop a global perspective to be able to cooperate, survive, and thrive.
- Faculty and students must be aware of ourselves in a global context in order to gain a better understanding of the ways in which people meet their basic needs and function in

their communities. While this seems to be a more philosophical than a practical answer, the way in which we embrace (rather than tolerate) the diversity of others affects the laws we make, the courses we teach, and the people we befriend.

- Our community is becoming more diverse and we need to develop an appreciation (or at least a tolerance!) for our differences.
- The US is a world leader. We should be knowledgeable of other cultures so we can relate to others better. At the same time, I think we should strive to maintain our own culture here, and work to help immigrants acclimate.
- We live in the world, not just the US.
- The world is shrinking, and thus the US's naïve belief that others will adapt to us is outdated. We need to learn to appreciate cultural differences.
- We can't achieve world peace and understanding if we don't know and appreciate cultural differences. Moreover, these cultures have produced art and literature and music that is worthy of study.
- Global economy, immigration, changing demographics in the US, rapid travel from place to place
- Focus on Human series is on understanding and communication w/people – all varieties. People from other countries are settling in our catchment areas so it is important for BRCC students to become aware of cultural differences and develop a global perspective.
- The global community we now live in touches our lives cultural, economically, technologically and socially. Understanding other cultures and their people allow for greater cooperation and tolerance in achieving and meeting business goals and allow for an overall appreciation for others beliefs and views.

6. How do global issues impact your discipline or area?

- International competitiveness, international crime, terrorism, war, and other fun games.
- Not at all.
- Not very much, I'm in math. Just in the general way that culture affects the climate for education.
- Global issues don't impact my discipline (ceramics) as much as economics or history, but global perspective certainly does. Clay items have been created around the world since prehistoric times. It is important to be aware of and understand the artwork made elsewhere in the world, both to emphasize similarities among cultures and to appreciate why people make certain things in different parts of the world and during different time periods. An individual will be more artistically, and culturally, literate when she/he knows what's going on all around the world in art and in a more general way as well.
- As an instructor of SDV, I often have students of varying cultures in my classes. Global issues are often discussed in the class, which can open your eyes to things you might normally take for granted.

- need for foreign languages to communicate with co-workers or employees cultural understanding and tolerance needed in workplace that is growing diverse (even in the valley) understanding how local businesses have to compete globally
- More and more students are seeking educational opportunities at the community college level
- not at all
- Anytime we can show that an issue (whether it be the economy, global warming, or cultural awareness) is important at the global level, it brings it to the forefront of student consciousness. Discussions about various perspectives are enriching, promote critical thinking and analysis.
- Readings in courses often from non-American writers. It's good to know something about the culture in which they were produced.
- Most corporations are at least nominally making an effort to become more diverse; many employers are particularly using more Hispanic, Oriental and Muslim employees. Our area hosts their meetings and strives to offer specialized training opportunities for bridging culture gaps that may exist.
- Our students work with an increasing number of immigrants moving into the Valley. Many of them will leave our educational institutions and relocate to other areas of the state (or country) where there are even higher numbers of immigrant laborers. Yet still others will become expatriates, immersing themselves in other countries and cultures entirely. My students NEED inter-cultural skills to reach personal career success in this 21st century global market.
- Literature should ignore all boundaries and enable empathy regardless of nationality and ethnicity.
- The impact of global issues on my area are not as great as in some disciplines.
- Globalization is central to the study of both macro and microeconomics. Internationalization can't be separated from the discipline.
- Cross-language communication issues in business and academic writing, ever-more-international-and-inclusive concept of the literary canon.
- Nurses are exposed to people of all religions, sexual orientations, races, and creeds.
- Only if situations are occurring that effect our students home lands.
- Greatly. I teach communication and want to make sure my students understand cultural differences. I make sure that I teach Intercultural Communication theories and ideas.
- Significantly because we write about, research and discuss global issues and I try to include any BRCC international/global experiences into our classroom activities. Also, I have noticed students are examining global issues in their research papers- from child soldiers to how the UN measures poverty.
- It can be a big issue in my area since many companies are using other countries to outsource a good deal of their work that could be done in the US.

- My area serves students from very diverse cultures--Eastern European, Asian, Hispanic, and Middle Eastern are the predominant groups that I see.
- In certain courses in particular, Humanities 201, 202, and 270!
- N/A
- My discipline -- foreign languages -- is impacted because, after 9-11 and the war on terror, it is now (finally) being recognized at the national level as a priority for "homeland security" as well as for trade and to keep the US on the cutting edge of innovation. There are an increasing number of federal grants for those who study those languages deemed as critical to national security.
- businesses are closing or down-sizing to move overseas; training opportunities for working with culturally-different customers
- Scientific policy has global effects. For example, environment, health, hunger abatement, are a few big issues.
- No longer can I say that just the Spanish speaking countries are what impact my discipline. Within 50 years the U.S. will have two languages, English for industry/commerce/business and Spanish and English will begin to combine to form a more complex system of Spanglish. Immigration impacts my discipline. The entire global scene impacts my discipline.
- Our graduates need to understand how to work with people from other countries in helping them care for their pets. Also there are diseases which are not commonly found here showing up in pets from abroad.
- not much
- Well, since I'm teaching students about the environment... it's clear that every nation impacts, and is impacted by, other nations.
- Not a big impact but we do discuss global concerns.
- Very little
- Minimally, unless you go into a field like APHIS work, Foreign Service, USDA, etc.
- Doesn't. Computers and the internet are rarely affected by global issues.
- Reading selections, ESL in reading and writing, mutually understanding and respect
- Anatomy and physiology- different/unique features of individuals of different cultural backgrounds
- Our area is the entry point for all students. It is of importance to me that all students feel welcomed and supported, and especially those coming from other cultures who find walking through our doorway a frightful experience.
- Mathematical research is carried out on all continents. We learn from each other.
- The Fine Arts involves all cultures.

- Communications and understanding are at the heart of English, my discipline. When students come in contact with global issues in a situation in which they are challenged to comprehend a culture not their own, the result will be a more well-rounded, productive and enlightened student.
- Our donors travel and pay attention to the global perspective.
- Very little
- Not as much as I'd like. We do, however, talk about pressing issues that the world can relate to.
- None
- In English 111, I teach critical thinking skills that we use to analyze global issues. Also, literature around the world applies to the study of English
- Globalization is affecting every aspect of American life, either directly or indirectly. Every social institution is affected by globalization, including the economy, the family, medical intuitions. Changes in how countries are interconnected have implications for the creation and limitation of various social problems.
- Emerging diseases (i.e., the Asian flu), medical discoveries, exotic diseases from pets living abroad and coming here
- Global social issues are interconnected. Some of these issues are long-standing, some more recent, so keeping current is necessary. Delivery systems of help vary greatly. Innovative methods used in other regions can help the US improve our delivery systems.
- Tremendously! As an instructor for manufacturing technology, I see the interrelationship between the cultural and macro-economic in the world of business and manufacturing. Economics shows us how Comparative Advantage is reshaping our manufacturing base and the skills that must be acquired to remain competitive.

7. What do you see as the role of BRCC in providing intercultural, education abroad and other “global” experiences for students, faculty, staff and the community?

- abroad is nice for a small minority of our students, but not practical for most of our students. Instead we ought to do what we can within our own courses and our own campus. For my .02, reading and understanding "the world is flat" is a helluva lot more important than being able to say, "I went to Madagascar for a week."
- We should host those from other countries to come here, and for us (faculty and students) to go (live and study) there. We should bring performers of art from other cultures and have them explain their culture and how it affects their art.
- It seems that BRCC is already making a significant effort to provide intercultural events on campus. Some of the events may need to be advertised more heavily and further before the event though. People will attend just about any event that involves food, so events/activities that include food from other countries could be an easy sell. Also, since

this area seems to have a large and growing Mexican population, experiences that promote understanding of and interest in Hispanic cultures could be a good idea. I think that trips to nearby countries, such as the Costa Rica trips already offered, are a good start. It's important to be familiar with one's neighbors. I personally really enjoyed visiting England - it's not as intimidating to visit a country where the inhabitants speak the same language as you, especially when it's your first trip abroad. In the US, we think that buildings that are 300 years old are "old," but when you go to London and see the remains of the Roman wall, it really puts history in perspective.

- I think brcc needs first to provide intercultural experiences here on campus, to those who perhaps have not had such exposure before. we have had such events, and there continue to be more, and I think that is very positive. Also, I think it is important to make this a welcoming and accessible place for those from other cultures. Obviously, as the diversity in the valley rises, so does that of our students. I have been here over 8 years and have seen the makeup of the student body evolve dramatically in that time. Experiences abroad for our students and faculty and staff are a worthy goal, too, but I think the emphasis mainly needs to be on events here, which will impact the greatest audience.
- Make a variety of global experiences available for their participation
- I think it would be great if BRCC can formulate some sort of "student, faculty and staff" exchange program. A program of this nature would be enlightening and educational for members from BRCC and the exchange school. It would be exciting if BRCC would step up and be the "leader" if you will, of the VCCS in this approach.
- Global experiences are now a vital part of being an educated, informed person
- intercultural is important education abroad is nice but not necessary
- I know that in order to serve our students, we must promote cultural awareness and appreciation. However, I would like to see this become part of the of the BRCC environment as a whole through activities, seminars, publications accessible to all students. While study abroad is a wonderful experience, I feel that it is necessary to assure that this experience will be shared with members of the community as a whole to expand the impact.
- Travel abroad with course credit for students as was done last year (England) seems to be a very good idea. Nell Tiller has also been involved in arranging such experiences - also very good.
- We need to remind ourselves of the common hopes, dreams and needs of people regardless of race or creed. We need to help people at all levels understand just how limited and privileged the Shenandoah Valley existence and the American experience in general can be. Awareness of what we don't know is the first step in understanding more about any subject. Any opportunity to interact with someone outside our "comfort zone" of knowledge is a growth experience.
- Provide more impetus for exposure to other cultures through guests, festivals, art events, community outreach, etc. Enhance SPECTRUM. Provide more learning opportunities that integrate cultural awareness (immersion language classes, distance educational opportunities, lesson planning grants, team teaching with faculty with multi-cultural

experience, etc)' To make a more aggressive effort in hiring new faculty and staff from other cultures or extremely well-traveled or highly culturally aware (adding it to preferences in job advertising and/or add to interview questions where possible). Provide pathways for immigrants and BRCC students to interact frequently right here in the Valley. Until BRCC can take students to the world, bring the world to BRCC. Build rich 'study abroad' opportunities that entail concise objectives and measured intended outcomes; regionalize those efforts with other colleges within the system or within the service area. BRCC should not take a 'going it alone' approach in building such programs, but research ways to collaborate with significant others (other education, business, government) to not only provide effective but also efficient learning. Break down the phobic barriers that prevent students from taking those first steps toward becoming world travelers by being more aggressive in helping students apply for passports, teaching effective travel strategies, how to book airlines and accommodations, etc.

- Facilitator to new ways of thinking, a broad range of materials, and travel.
- Students at BRCC will have to function in an increasingly more diverse world and workplace. They need to be ready to do that. We need to focus more attention to those skills related to immigrants in American culture as those are the experiences that most of our students will have to have.
- While it is important for BRCC to provide those opportunities for our students and staff, it is not as crucial in the first two years of college as it is at the junior and especially the senior level.
- It's important, but there are tradeoffs in every choice we make. As a provider of GenEd to transfer students, we are obligated to help students understand how their lives are connected to the rest of the world. The US has a deep isolationist streak, and it's our job (in part) to help our students understand the world beyond our borders.
- Connecting students with opportunities as appropriate--the England trip, the Costa Rica trip, and international visitors on campus. Also making students aware of other international/intercultural opportunities they might wish to pursue on their own and equipping them with the skills (not just linguistically) that will help them pursue those opportunities.
- I see multiple opportunities for students, faculty, staff and the community. Local offerings such as the Tea and the annual Nursing Culture Day are a start. BRCC could offer credit and non-credit classes related to global experiences. VACIE-Kemp exchanges and travel abroad opportunities are also wonderful.
- I have problems now with our students that have English as a second language. They are struggling with time management on the test days and we have been told that we cannot accommodate them for this. It is not considered a type of handicap. Let's work on our students that are here now then we can think about "global" experiences.
- I see BRCC providing students with Intercultural Communication in order for them to understand different cultures. I see BRCC providing students with more study abroad opportunities. Maybe students can partner up with JMU or UVA study abroad programs. I see BRCC providing students, faculty, and staff with more International Programs. We

should have more diversity on campus. More diversity with the programming in the black box theater, more get together with the international community (invite the outside community as well as students, faculty, and staff), and etc.

- BRCC's role should be central to providing inter cultural opportunities for our students and our service community.
- BRCC can help students to understand that what we can make a difference in many places throughout the world. We also are in competition with the whole world when it comes to producing a product and it is important that they can contribute to the success that we can have in the US.
- I think the primary purpose should be to introduce global perspectives in the classroom. I see education abroad as a "nice" but not "necessary."
- As much as I support education abroad, I think students need to become more aware of other cultures through their educational programs on campus and through field trips to venues where they can have cultural experiences.
- These are great enhancements to our curriculum, and education abroad opportunities may provide the only chance some of our students will ever have to experience other cultures first-hand.
- I see BRCC as providing "alternative" routes (as opposed to traditional study in a 4-year school) to accessing other cultures, languages and peoples. Students, faculty, staff and the community may or may not necessarily be in a degree program in order to have this access.
- an educational one--the opportunity to broaden outlooks, learn about different cultures
- In a nutshell, BRCC can make students aware that there is a world out there beyond Augusta county and both opportunities and challenges exist in that world.
- BRCC has greatly increased these opportunities in recent years. I think we need to make our students aware of the world beyond our natural borders.
- Let's adjust to what we have locally before we travel globally.
- To do what we do best.... educate.
- I see it expanding in the near future. Just look how much has been done in the past two years or so.
- No opinion on the idea
- Although I am delighted to see that BRCC has these opportunities, it is not what I expect from a 2 year CC experience.
- To introduce the various experiences to those who are interested, and to do so in a way that will make it an enjoyable experience
- I wish I could answer intelligently
- Maybe offering more opportunities to learn a 2nd language so we can help our ESL students better

- The surrounding community has an ever growing international population and the school must continue to grow and support the needs of these students.
- I see BRCC as a partner with other colleges in our area, as well as with community colleges throughout the state in providing high-quality experiences for all our constituents.
- I would like to see learning abroad courses in many different course areas. Even trips for student organizations to provide education and aid to impoverished countries.
- Online collaboration (students or faculty) facilitation
- Continuing to sponsor exchange programs for faculty and (possibly) students participation. Summer sessions study abroad offerings. Funding to help support these sessions, so that they are more affordable. Bringing speakers, artists, performers to the college.
- BRCC is the hub of the valley, as it already is a location for community education that is within the financial, social and academic grasp of most (and with work, all). As a result, BRCC is already the site for cultural experiences and exchanges for our region. In light of our unique cultural placement, we must extend our reach beyond our campus and offer greater global experiences and exchange to student's faculty, staff and community members at large. As a community college, BRCC is obligated to pursue providing these services to those around.
- Provide educational opportunities on campus for those who can't or don't want to travel-community too! Develop relationships internationally for those who are able to participate in international travel.
- Trip opportunities would be nice. "International days" would be welcomed here. Where faculty/staff/students could, for instance, share the foods prepared in their homelands.
- BRCC should do this. I think CC's especially should offer this opportunity if funds are available, so those who wouldn't normally, can have cultural experiences.
- Educational opportunities to learn about cultural differences. My Pakistani friends seemed pushy, and I felt they assumed a lot about how friendship[s] work, but after knowing them for awhile, I came to accept this as a cultural thing.
- BRCC can help open students' minds by providing them with study abroad programs, guest speakers, and international fine arts performers. In addition, I love how we have so many international students at the college. The more the college helps them to feel comfortable speaking in class, the more all the students will benefit.
- As part of the entire educational process, we should be teaching students about other cultures and how what happens in other countries can affect their everyday lives. Having faculty and students who have travelled abroad can be a valuable resource for teaching others about other cultures, and give practical advice on how others can travel abroad. Enlightenment of our students of a world beyond the valley and Virginia

- I see this as a part of our mission, to provide experiences in the classroom and out, to help broaden experiences of students, faculty, staff and community. These experiences include speakers, workshops, travel for faculty, students, etc.
- BRCC is an introductory path to the globalized world through higher education. When we discuss education, we too often limit the experience to the academic achievement of the student and occasionally forget they are living in a different world than many of us knew at their age. Decisions they will make on careers, social interactions and cultural understandings will prepare them to accept and even appreciate the differences between cultures and societies. As I state in one of my courses, “We are the sum total of every experience we ever have, and who we are is the result of these experiences.

Appendix 5: An Incomplete History of for International Activity at BRCC

- 1987 an adjunct professor of history took a group to England.
 - 1993: Spring Break Darrell Hurst took a group of students to Paris for 9 days. A French speaker was one of the participants.
 - 1998: Nell Tiller was the BRCC contact for a Federal Grant: Funds for the Improvement of Post Secondary Education (Fipse). The consortia included Tidewater Community College, Thomas Nelson, Forsyth (NC), Colorado Northwestern and Colorado Mountain (Colorado). Tidewater was the institution that oversaw the grant for “internationalizing community colleges. The project ran from fall 1998 until 2000. With tremendous success with the first grant, a follow-up grant allowed the six colleges to receive a 2 year extension to mentor other colleges. BRCC served as mentor to Lord Fairfax.
 - 1998: Dr. Bob Jochen and Nell Tiller received a Strategic Initiatives grant from the BRCC Educational Foundation Grant to take 8 BRCC students to Costa Rica for a Biology/Spanish course. Three people from the community joined that 11 day trip/credit class.
 - 1999: Shirley Thomas (nursing) and Nell Tiller received a VCCS professional Development Grant to “investigate” the Instituto de Lengua y Cultura Costarricense in Alajuela, Costa Rica. The experience was a three to four day trip.
 - 2000: Shirley Thomas and Nell Tiller took the first class to the Instituto. It was a one credit class for Nursing/Spanish, including classes in Spanish and visitation to various clinics, and hospitals of the Alajuela/San Jose area. That class was a 9 day experience.
 - 2002: The first two week (16 days) Spa 295 Spanish immersion (4) credits was established with 12 students participating.
 - 2003: Spa 295 with six students
 - 2000-2003: Nell Tiller was the BRCC contact for another Federal Grant: National Security Education Program (NSEP) via Tidewater Community College and four other colleges to study Vietnamese for four semesters and to study in Vietnam in a professional exchange with the Faculty of Hong Duc University in the Thanh hua province in the summer of 2002.
- Wilson Scholars*
- Jeff Lanigan, John Downey, and Michael Doyle took 16 students and 5 adults to Ireland. We paid for it with three foundation grants written over three years. The grants were in 2000, 2001, 2002. The trip was in the spring of 2003.

- 2005: summer Donna Ladd and Julia Bland did an exploratory trip to England to determine the feasibility and check out the travel essentials for a student study abroad experience. They received BRCC minigrants and VCCS Professional Development Grants to attend a trip planned by John Tyler Community College.
- 2005: Spa 295 led by Nell Tiller to Costa Rica.
- 2006: Spa 295 led by Sandra Couture and Nell Tiller to Costa Rica.
- John Bell: trips to Great Britain
- 2007: summer, Sandra Couture led the Spa 295 class to Costa Rica.
- 2007: Summer, Donna Ladd led a trip/class to England.
- 2007: Summer, Pamyla Yates made the contacts and Ann Smith, Rowan Zeiss, and Deb Stevens-Fitzgerald made an exploratory trip to Dabas, Hungary with a Hungarian student from BRCC. BRCC will be hosting the officials from that University on campus October 2-5.

Appendix 6: Interested and Experienced International Education Leaders
(could serve as mentors to others)

- Admissions: Catherine Mathias, coordinator of international student visas
- Counseling: Ann Smith, Student Services liaison to international and immigrant students
- Student services: Mary Kier, director of student activities and mentor to Spectrum and Multicultural Activities
- Faculty:
 - Donna Ladd, study trips to English literature sites in England
 - Pamyla Yates, Deb Fitzgerald and Ann Smith, preparatory trip to Dabas, Hungary
 - Nell Tiller and Sandra Couture Spanish language study immersion in Costa Rica
 - Rowan Zeiss, coordinator of the Virginia international education faculty exchanges (VACIE)
 - Susan Crosby, VACIE participant to India, 2008
 - Julia Bland, interest in international programs
 - Dr. James Perkins, VACIE participant and anticipates trip to Dabas, Hungary to visit with the President of the college that Deb and Anne visited in 2007.
 - Rebecca Evans—SIFE trips to Paris (2007) and Haiti (2008)

Gerould Pangburn invited to present at a conference at Oxford Trip was 3/26-31/06 and was paid for entirely by BRCC funds. The round trip airfare was \$556.20. The cost for the Round Table was \$2895 which included meals and lodging, the miscellaneous expenses associated with the trip was \$742.23 with a total cost of \$4193.43.

-
- Audrey Lail, advisor to Alpha Beta Gamma, the business honor society
- Phi Theta Kappa Honor Society

Appendix 7: Past expenditures on trips abroad

(This section shows some of the trips and the ways they were funded. The various methods show the difficulty in setting budgets.)

Hungary:

\$3,000 was spent by Foundation to cover the following:
Ground transport (gas) to and from DC
4 r-trip air tickets for 4 participants: 3 faculty and 1 student

NO COLLEGE FUNDS WERE SPENT other than in-kind time from faculty spent in preparing for the trip.

Anne, Deb and Rowan spent a considerable amount on reciprocal hosting of the delegation from their own personal monies; but I think you are not looking for this budget amount at this point.

2005—London; Julia and Donna each received \$1000 from BRCC Foundation and \$3,000 for trip costs and per diem from the college's budgets (some Dr. Lee some Dr. Perkins);
2007—London; I received \$3,900 for trip costs and per diem reimbursement (Dr. Lee's and Dr. Downey's budgets) plus a Foundation grant for the Globe theater experience in London.

Costa Rica language immersion Spa 295

From 1998-2003, there were various funds that we tapped into including the Professional Development Grants of the VCCS and the Dean's funds.

2006 Nell Tiller and Sandra Couture co hosted the experience. The entire trip was funded by students. Nell and Sandra split the salary for the class credits, each receiving a prorated amount for the number of students.

2007 Sandra Couture went alone with the students. She received the cost of the airfare and housing from funds from the Dean's office. (amount:)

Gerould Pangburn

Gerould Pangburn invited to present at a conference at Oxford Trip was 3/26-31/06 and was paid for entirely by BRCC funds. The round trip airfare was \$556.20. The cost for the Round Table was \$2895 which included meals and lodging, the miscellaneous

Sife

Note: A request was sent out to people that have been known to travel on college business/study exchange, etc. and not all have responded, leaving the question of college expenditures up in the air. NT

Appendix 8:

I, as a members of the International Task Force, have been involved in the discussion of and the development of this document, even if on occasions I have not attended some meetings. Via email and in person conversation, Nell Tiller has received and noted my comments and suggestions. I am hereby affirming with my signature that I approve of this document:

Kevin Caldwell

_____ date _____

Deb Fitzgerald

_____ date _____

Donna Ladd

_____ date _____

Audrey Lail

_____ date _____

Jim Leech

_____ date _____

Julia Lewis

_____ date _____

Gerould Pangburn

_____ date _____

Larry Rasheed

_____ date _____

Pamyla Yates

_____ date _____

Chair, Nell Tiller

_____ date _____