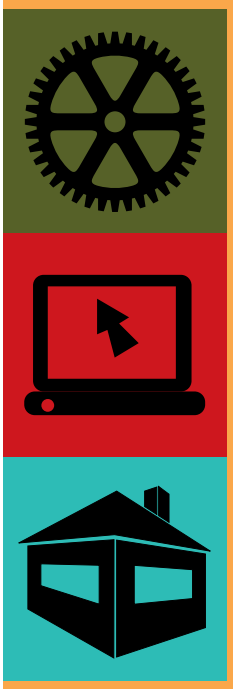


Local Goes Global

BY CHRISTOPHER CONNELL

ROSEMARY ORTLIEB, the associate dean of international education for Nassau Community College, was listening attentively to a webinar about opportunities for colleges to undertake development projects in the Middle East when she noticed that five sister State University of New York community colleges were among the 40 on the call.

She typed a message in the chat box: "Hey, after this call, why don't the SUNY colleges convene and we can talk about a possible partnership?" She also posted Nassau's toll-free conference call number and a PIN.

Five minutes after the webinar ended, Ortlieb and colleagues from the other SUNY community college campuses were on the phone, brainstorming how they could go about winning one of the $60,000 seed grants that was available through Higher Education for Development (HED), an arm of the American Council on Education (ACE) that serves as a conduit for U.S. Agency for International Development (USAID) and State Department grants. One call led to another. They shared ideas on Google Docs and eventually four—Nassau, Monroe, North Country, and Onondaga Community Colleges—submitted a winning proposal to work with a Beirut, Lebanon, foundation that runs schools and a university that serves students with disabilities and other disadvantages.

They did precisely what experts on development work say is the right strategy for institutions to break into this line of work: find partners, pool resources, and look for ways to collaborate on assignments that may be too daunting for one institution to tackle on its own.

For some two-year colleges, educating global citizens means tackling development work overseas.

BONOTOM STUDIO, INC/THINKSTOCK/SHUTTERSTOCK. INSET PHOTO: RED ROCKS COMMUNITY COLLEGE

New Opportunities for Community Colleges

Despite the bleak federal budget outlook for higher education opportunities are there, especially through USAID and the State Department. Overseas development work traditionally has been the province of large land grant and research universities with globe-trotting faculty members with the expertise and resources to undertake tasks from building medical schools to showing subsistence Rwandan coffee farmers how to grow high-end beans.

But increasingly countries from China and Vietnam to Afghanistan and Morocco are turning to the United States for help not with their elite universities, but with their vocational and technical schools that can produce skilled workers for their growing economies.

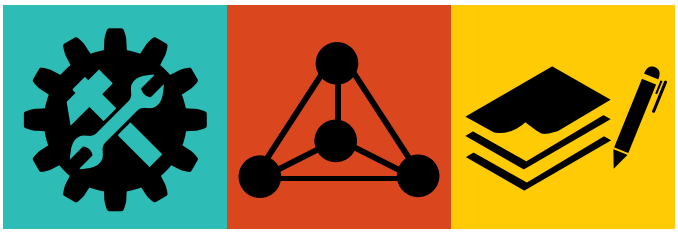
Community colleges and the American way of doing workforce development and training are a hot commodity. "A lot of countries are looking at our community college model," said Gary Bittner, the U.S. Agency for International Development division chief for higher education, workforce development, and training.

It is not uncommon to find community colleges, much like four-year institutions, saying they aspire to educate global citizens. Community colleges, no less than four-year colleges and major universities, are eagerly internationalizing their curricula and expanding international partnerships and opportunities for students and faculty to study, conduct research, and perform service abroad. They are an important player in the market for international students, enrolling 88,000 of the 764,500 students from other countries on U.S. campuses in 2011–12, or an 11.5 percent share (although that number is down from a peak of nearly 96,000 and more than 14 percent in 2008–2009). The Institute of International Education says 4,566 of the U.S. students who studied abroad in 2010–11, or 1.7 percent, were from community colleges (*Open Doors*, 2012).

But international development work in countries where many, if not most, people live in poverty and higher education opportunities are few is a challenge that most community colleges leave to others. Community Colleges for International Development (CCID), a consortium of 160 two-year colleges in 13 countries, counts 120 U.S. institutions among its membership. Some colleges that do not belong to CCID do work internationally, but typically it is just

RED ROCKS COMMUNITY COLLEGE

Students inside a lab at Al-Balqa' Applied University/Al-Huson College Campus in Al-Huson, Jordan.



"If you're a developing country, you cannot focus just on training an elite. You need to focus on training and providing job opportunities for the bulk of your population."

a few dozen schools that undertake large scale, U.S. government-funded development projects in challenging locales from the Middle East to Southeast Asia to Latin America and Africa. Most community colleges have never ventured into this arena, and they'd be hard pressed to figure out how they could detach faculty, administrators, and staff from their busy "day" jobs to undertake work far from home. Another impediment is the expectation that in USAID contracts with higher education institutions, the participants are expected to share 15 percent of the costs. That used to be 25 percent, and the contribution can come in the form or faculty time.

Still, there are community colleges such as Nassau, Gateway Technical College in Kenosha, Wisconsin; Red Rocks Community College in Lakewood, Colorado; Highline Community College in Des Moines, Washington; and the Eastern Iowa Community Colleges that are showing how it's done. The American Association of Community Colleges (AACC) and CCID are mounting efforts to widen the circle of two-year institutions engaged in global work, and both USAID and the State Department have programs that target community colleges for international partnerships.

"They are the citizens' colleges," said Alice Blayne-Allard, associate vice president of international programs and services for AACC and a former coordinator for the State Department's Broader Middle East and North Africa Initiative (BMENA). Operating in one of the world's trouble spots adds to the challenges, but even in places "where security is a real concern, they are finding ways to get it done," said USAID's Bittner.

Funding may also be found in a community college's backyard from foundations as well as from businesses and industries that have markets and a footprint in the developing world. Foreign governments, too, may put up the money to bring in expertise from the two-year U.S. institutions. Carol Stax Brown, executive director of CCID, sees that as a growth market especially with democracy on the march. If governments recognize the need for a more educated populace, two-year colleges are a natural step, she said. "That's a big shift. They've got elite institutions in those countries, but they don't have community colleges that can serve those needs."

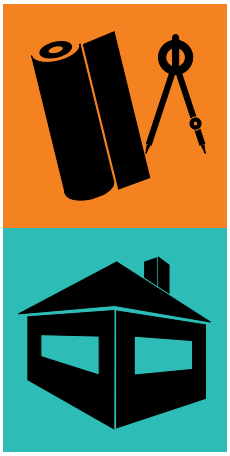
That's the view, too, of Tully Cornick, executive director of HED, a branch of ACE that is the conduit for $18 million a year in USAID and other grants to colleges and universities for development projects. Ten of the 54 higher education partnerships currently funded by HED involve community colleges partnering with other two- or four-year institutions. .

Cornick, a Cornell-trained sociologist who left academe and spent a quarter-century with USAID before taking the helm at HED, said, "In the Third World American higher education was embodied for a long time in the elite universities." But more recently leaders have recognized that what their countries really lack is a system open to far more people and capable of filling the many mid-level jobs that are essential to any country's prosperity, he said. "In sub-Saharan Africa, it's great to train PhD-level, world-class researchers, but what are we doing to train the eight associate degree-level people who need support to make that researcher's job possible? If you're a developing country, you cannot focus just on training an elite. You need to focus on training and providing job opportunities for the bulk of your population."

Campus Leaders Often Lead the Charge for International Development Work

At community colleges no less than four-year institutions, international activities, whether research, projects or education abroad, often start with the vision of a single faculty member or administrator. Almost without exception, the community colleges with the largest profiles in international development have presidents with a passion for the work, sometimes stemming from their academic training or, like so many U.S. international educators, a stint in the Peace Corps.

Highline Community College President Jack Bermingham did his dissertation in African history on resistance to colonialism in Botswana. He taught global studies at Pacific Lutheran University (PLU) before coming to Highline as academic vice president in 1994 at a time when the Des Moines, Washington,



community college was already moving toward making a global perspective a graduation requirement. Bermingham was invited to join the state's first trade mission to post-apartheid South Africa in 1995–1996 and had contacts in Namibia from PLU. When USAID started looking for help in building and bolstering higher education in the region, Highline was ready. Between 1998 and 2005 it won nearly a dozen contracts from USAID and grants worth more than $1 million from the U.S. Department of Education for training and capacity-building projects in South Africa and Namibia. It partnered with Shoreline and the Eastern Iowa Community Colleges on some of the work. "Early on we had something like 50 faculty or instructional administration folks who had worked in South Africa or Namibia on one of these projects," said Bermingham, who became president in 2006. "And that didn't count the number of our folks deeply involved when (their) people came this way. For us, this has been a great journey because it actually prepared us for a future that I don't think we contemplated at the time."

"Haiti has enough poets and philosophers and politicians with PhDs. What it needs are people who can run businesses and factories."

It was not a hard sell in a state where 40 percent of jobs are tied to international trade and in a community where more than 130 languages are spoken, he said. "We live in a very, very international spot here."

Far from the coast, Muscatine Community College and two sister institutions in the Eastern Iowa Community College District serve a region that depends not only on agriculture but advanced manufacturing for its livelihood, according to Chancellor Don Doucette. The district was a founding member of Community Colleges for International Development in 1976 and has participated in numerous projects with HED and its predecessor, the Association Liaison Office for University Cooperation.

"We have five Fortune 500 companies and one of the largest Alcoa plants in the country. The headquarters of John Deere is right across the river," said Doucette. "Providing as many opportunities as possible for the students and communities of Eastern Iowa to engage with the world is part of our mission." If anyone needed further convincing, it was provided by then-Chinese vice president and now President XI Jingping who stopped in Muscatine on a February 2012 visit to the United States. As a young provincial official in 1985, Xi stayed two nights in a Muscatine family's home. "For me, you are America," he told townspeople on his return.

Doucette, a former provost of Ivy Tech Community College and vice chancellor of the Metropolitan Community Colleges of Kansas City, Missouri, has a graduate degree in teaching English as a second language. "I grew up on the international side as a faculty member and administrator," he said. He helped establish in 2005 the first community college in Haiti, the Bishop Tharp Business and Technical Institute (BTI) in Las Cayes, a port city 120 miles from the capital. It grew out of his volunteer work with his Episcopal church in Kansas City. The college was built with a grant from the Episcopal Relief and Development (ERD) Agency. Doucette is president of the board of trustees. Enrollment has doubled to 400, and the college now produces 100 graduates a year with associate degrees in computer technology and business management. "Sixty to 70 percent of them are getting jobs in an economy where there aren't many jobs," said Doucette.

In Haiti, as in the middle of America, there are shortages of workers with sophisticated business

Service Learning in Tanzania

Immigrants from southeast Africa are always surprised when the blonde, blue-and-green eyed pharmacy technicians at the Walgreen's in Cedar Rapids, Iowa, explains things to them in their native Swahili.

It is perhaps even more surprising that 25-year-old Elizabeth Englund picked up some of the language on a June 2012 service learning trip to Tanzania through Kirkwood Community college, where she is finishing studies that she hopes eventually will lead to pharmacy school.

Those 133 included Englund, six classmates, three faculty and a staff member who spent three weeks in Tanzania helping children and sick people under the auspices of Cross-Cultural Solutions (CCS), a nonprofit that places volunteers in poor communities in 11 countries in Africa, Asia, and Latin America.

The Tanzania mission was part of a pilot project in which CCS has partnered with Community Colleges for International Development to offer $400,000 in Harris Wofford Global Service Fellowships to students from a half-dozen colleges in 2012, and another $400,000 in fellowships to 11 institutions for 2013. The fellowships, which take financial need into account, are intended to help CCS diversify the ranks of their volunteers.

Kirkwood Community College student John Bruce with the fourth graders he taught at Mwasama School in Bagamoyo, Tanzania.

Students worked alongside cadets from West Point and other U.S. volunteers in the city of Bagamoyo. Englund and a nursing student, working with a local charity, went out to the home of five patients with HIV/AIDS to provide physical therapy and other care.

James Cochran, the Kirkwood math professor who led the trip, taught two dozen young children in a private elementary school along with one of his students, John Bruce, an Army veteran who served tours in Iraq and Afghanistan. Cochran had a fitting background for the duties. He spent two years teaching math in Kushigata, Japan, sister city to Marshalltown, Iowa, where he grew up and graduated from community college.

Bruce, now at the University of Iowa, was the first student Cochran recruited. He had taken algebra from Cochran, who lent him an autobiography of young Winston Churchill about the future prime minister's exploits in India and South Africa during the Boer War. When Dawn Wood, director of international programs at Kirkwood, chose Cochran to lead the Tanzania trip, "John was the first student I thought of," the math teacher said.

"He came and found me in one of my classes and asked if I would go. That's how I ended up in Tanzania," said Bruce, who also served a year in Korea after volunteering for the Army infantry at age 17. He rose to the rank of sergeant. Bruce taught math, geography and even Tanzanian civics to the schoolchildren, who spoke and read English.

Englund and her compatriot, nursing student Elissa, faced a more daunting task, heading out each morning to the mud-and-brick homes of five AIDS patients, some with multiple maladies. "We'd get right on the ground with them and try to do stretches," she recalled. They helped a woman with polio use a walker and at one point Englund carried her into the ocean for a dip. They gave a sponge bath to a former soldier they called Captain. "We couldn't say much in their language, but they knew we were there to help them," she said.

Englund said she had no fear of contracting HIV and her decision to go was strongly supported by her mother, a nurse.

The volunteers and others helped townspeople lay the foundations for a new school. "We did concrete work for two days, grueling labor, lifting buckets of rock and cement," said Cochran.

Bruce, now majoring in international relations, may re-enlist after getting his bachelor's degree to pursue a career as an officer or seek a posting with the State Department or some other government service. "There are parts of the Tanzania trip I still think about all the time," he said. "I know sometimes people in some parts of the world can have a pretty negative view of Americans and our lavish lifestyle. I hope we showed them a good side."

Englund, who raised money from her church for the trip and organized a drive at Christmas to send textbooks and supplies to Bagamoyo, hopes to do volunteer work abroad one day as a pharmacist. "I'm more aware of things, more appreciative of things I have," she said. "Over there it was a big deal to find a Band-Aid."

Most of students received the Wofford Fellowships that covered the costs of the CCS program and all received an additional $1,000 scholarship that Kirkwood's foundation provides every student who does service abroad. The college has sent health students to Guatemala for the past eight years; President Mick Starcevich was a volunteer on the 2011 trip. It also does service learning in the Solomon Islands and recently sent a group to Peru through the CCID program.

Even with the scholarships, the students still had to pay $2,000 to $3,000, but Cochran told them it would have cost them $6,000 to $7,000 "to do this trip on your own."

KIRKWOOD COMMUNITY COLLEGE

and technical skills, said Doucette. "Haiti has enough poets and philosophers and politicians with PhDs. What it needs are people who can run businesses and factories."

Jeff Armstrong, former president of Muscatine, is currently on leave in Afghanistan where he is the point person in a USAID-funded project to lay the groundwork for an associate degree program at Kabul Polytechnic University as part of a larger project spearheaded by the University of Massachusetts.

The intrepid Armstrong is an expert on curriculum design who threw himself into Eastern Iowa's first international development project in India back in 1994.

"I think community colleges will be able to ride through a decline if a decline happens because of that growing demand from overseas."

"I was an academic dean, I had just turned 40 and I was personally and professionally bored. The chancellor at the time, at the end of a meeting as a toss off thing said, 'Hey, is there anybody [who] wants to go to India?'" he recalled. "I said, I might be interested in that." Armstrong and Sinclair Community College in Dayton, Ohio, helped India develop its first community colleges. "I went over for three months and it changed my life," said Armstrong, who has been back to India 18 times on various projects and also worked in Guyana, South Africa, Namibia, Jordan, the Republic of Georgia, Pakistan, Thailand, and Ukraine.

All of these projects created professional development opportunities for Eastern Iowa's faculty, he said. "They never were long-term trips, but they got an opportunity to go somewhere different than here and bring that experience back to our students." And Muscatine, with a population of 23,000 and 1,800 students in the community college, is a congenial place for foreign visitors, as Xi found in 1985. "Some community colleges are huge and they do everything," said Armstrong. "That's an intimidating thing if you're bringing a group over from the Republic of Georgia. They see that and go, 'Ohhhh, where would we start?' If we bring them to a small, rural community college like Muscatine, it's of a scale that makes sense to them."

Some Asian Countries Seek U.S. Assistance on Community College Development

China, Vietnam, and Thailand all have looked to the United States for ideas on how to build or expand their community colleges and the opportunities they bring. "China has over 1,000 institutions just like we do. They've built them very quickly and they want to get better," said James F. McKenney, special assistant to the AACC president and former vice president for workforce, economic development, and international programs. McKenney helped arrange for a delegation of Chinese vocational and technical school leaders to spend two weeks shadowing their counterparts—presidents and deans—last spring at community colleges in Texas, Oklahoma, and California. "The Chinese decided they don't know how to engage business the way we do," said McKenney, who also has led U.S. community college delegations to visit Chinese institutions. "They begin to get the hang of how we approach it." The exchanges are ongoing.

U.S. community colleges not only offer China and other countries an example of how to provide vocational and technical education finely tailored to the needs of local business and industry, but also how to provide individuals with college credits that transfer and count toward a four-year degree. In some countries there is no way to lift the iron gate that stands between technical training and university studies.

The benefits of international development work can spill over into other areas of a college's operations, including its ability to send students to study or perform service in other countries and its ability to attract international students. Madison Area Technical College in Wisconsin's capital boasts a renewable energy technologies program that won a $900,000 National Science Foundation grant in 2009 for forming a consortium with other community colleges and high school educators. Kenneth Walz, the chemistry professor who heads the consortium, and Geoff Bradshaw, the director of international education, piggybacked on the renewable energy program

COURTESY OF SARAH OWOCKI, AL-KAFAÀT FOUNDATION

Al-Kafaàt Foundation students in a beginners-level English class watch a four-minute video on the "Top Notch Travel Agency." The video is part of a sitcom series that complements lessons in a textbook package.

by winning a $380,000 U.S. Department of Education grant in 2010 to help other community colleges build their capacity for study abroad. For the past three Januaries, while Walz was leading students on service-learning trips to bring solar energy to rural Costa Rica communities, he's also brought faculty from 24 other community colleges to watch and learn. Some now are launching their own short-term, sustainable development programs in Latin America and the Caribbean. Bradshaw encourages them to do it in cohorts.

The AACC has close ties with counterpart organizations in prosperous parts of the world, including Canada, the United Kingdom, Denmark, and the Netherlands, all with high-performing vocational and technical training systems, but it also has formed strategic partnerships with China, Brazil, Indonesia, and India, as well as the countries in the State Department's Broader North Africa and Middle East Initiative. "We receive a lot of requests from foreign governments, education associations and institutes of higher education to learn about our system and meet with our college administrators," said Blayne-Allard. "We also help connect our colleges to opportunities overseas."

Development work, by definition, involves undertaking projects to improve infrastructure and standards of living in countries where masses still live in poverty. Institutions with USAID contracts should expect that half the work will be done overseas and half back on its home campus, said Bittner. "It varies, but we encourage them to have face-to-face meetings when projects are getting started to work on a work plan. Once they have a trust relationship going, then they can start working virtually on a lot of things," including redesigning curriculum.

Seed Money for Community College International Development Work Waning

HED has provided a gateway for colleges to get into the international development business, but "our program with HED is coming to a closure" in September 2015, Bittner said, due to shifts in USAID's education and budget strategies. With foreign aid budgets perennially in peril in Washington, D.C. and large cuts looming for most domestic spending, the agency has decided that its missions in 80 countries should have more control over where and how to spend education dollars rather than having those decisions made centrally.

The USAID missions in developing countries will still be looking for higher education institutions back in the States to work with, but it may become more difficult for community colleges and others to find them, rather than scrolling through the latest "Request for Assistance" from HED. But "it's always going to be harder for community colleges," said AACC's McKenney. "The Michigan States of the world have been in this business for a long time in a very large way, especially from the agricultural side. There's a reason we are not there in great numbers."

But Blayne-Allard believes that growing interest from foreign governments for assistance from U.S. community colleges could make up for any diminution in federal aid. "I think community colleges will be able to ride through a decline if a decline happens because of that growing demand from overseas," she said.

One attraction of the HED grants has been their relatively modest size and scope, usually a few hundred thousand dollars over three years. "HED has been really appropriate for the community colleges," said CCID's Brown. "It's a manageable amount and

(provides) a focused launch to form a larger partnership." HED requires colleges and universities to contribute a 15 percent share of the contract costs—the requirement used to be 25 percent—usually in the form of faculty or staff time or contributions from private sector partners. That is not inconsequential on a $300,000 contract, but daunting on a multi-million dollar one. "Those awards usually end up going to large organizations in Washington or research universities," said Brown. Those large organizations include outfits such as FHI-360 (which took over the nonprofit Agency for Educational Development), Creative Associates International, Deloitte Touche, and Price-

"You're so inspired by these people that you can't help but wonder, 'Is there someplace else that we can do the same thing?'"

waterhouseCoopers that do large scale development work. But even then, if the project includes designing the curriculum for a community college in Kabul, they still need to bring in "the people who have some content knowledge," noted Eastern Iowa's Armstrong.

Hometown Cooperation Can Help Community Colleges Create International Partnerships

Gateway Technical College in Kenosha, Wisconsin, has won plaudits for the role it played with a hometown corporation, Snap-on Inc., the tool-maker, in establishing an automotive diagnostics training center at the technical college of Ecole Superieure de Technologie d'Oujda in Morocco. It partnered with Shoreline Community College in Washington state and Francis Tuttle Technology Center in Oklahoma to win a second State Department BMENA grant to provide training in other countries in the region. Gateway President Bryan Albrecht, speaking during a March 2012 Association Career and Technical Education webinar on the project, said, "What we learned was that (international work) is actually easier than what most people would perceive" because of Snap-on's network of sales and training contacts in 130 countries. "They were able to assist us in better preparing our own faculty for the trip over."

However, even in that project, touted by HED as a success story, there were hiccups. Originally Gateway and its partners intended to train technical faculty from an institution in Oman as well, but it turned out that technical school had no automotive instructors or facilities.

Improving Entrepreneurship Education in the Middle East

The first task for Nassau Community College, when it teamed with the three smaller SUNY colleges to undertake entrepreneurship education in the Middle East, was to find a partner in that unfamiliar region. "All of our searches and contacts on campus were not turning up anything fruitful, but Lebanon kept coming up in our conversations as a very interesting possibility," recalled Ortlieb. When she scrolled down a list of technical colleges on the Lebanese Ministry of Education's website, "I saw this school called Al-Kafaàt that sounded interesting."

The Al-Kafaàt Foundation is a charity originally established to provide classroom and workshop training and vocational rehabilitation for thousands of children and teens with disabilities. It has expanded its reach into higher education and HED had worked with it once before. Ortlieb found an email address for its CEO, Raif Shwayri.

"I sent it out on a Saturday evening and the next morning had an email back from him saying, 'I like what you do at community colleges. I like the idea of the SUNY system. I think we share a lot of the same ideas about education, and I'd like to work with you guys.' That's how it started," she said. They wound up receiving a $465,000 BMENA grant in 2010 to launch an ESL program and undertake large-scale curriculum changes at the technical college.

Ortlieb enlisted Lynn Mazzola, longtime chair of Nassau's accounting and business department, to help. "The one condition I laid down is, 'I will never go to Lebanon,'" Mazzola said. But she wound up traveling there with Ortlieb and others and finding herself "amazed at what the foundation does for the poor and mentally and physically challenged people." Mazzola and her SUNY colleagues have mapped plans that will al-

Red Rocks Community College students installing solar panels in the roof lab in Lakewood, Colorado.

low al-Kafaàt students to earn business certificates from Nassau. "There was a lot of discussion and this changed 27 different times, but Raif and the board at Al-Kafaàt University believe it is a benefit for their students to have some type of certification with the stamp of a SUNY school." SUNY allows half the credits for a degree or certificate to be transferred in, but the other half must be earned by taking SUNY courses, in person or online.

Mazzola, who will return to Beirut in May, said, "You're so inspired by these people that you can't help but wonder, 'Is there someplace else that we can do the same thing?'" But the funding has to come from outside sources, she emphasized. "My students have to come first and foremost. My school doesn't have the wherewithal nor does SUNY to give us money to do this. I have a very small travel budget. There's no way I can take that money away from my faculty going to conferences (in the U.S.) … for me to go to Lebanon." The charismatic Shwayri, who was educated at the American University of Beirut, King's College London, and the University of Wales, said in an e-mail that what American community colleges do is "close to what we have at heart to do in Lebanon," including education tied closely to employment, assistive learning for students with difficulties, and the possibility to build on the associate degree to pursue higher education. SUNY honored Shwayri in 2012 with its John W. Ryan Fellowship for International Education, and he has spoken at several SUNY campuses.

Making Renewable Energy a Reality

Red Rocks Community College in Lakewood, Colorado, in the foothills of the Rockies, is another two-year college with a strong program in renewable energy, including training technicians to install solar panels. After the program was honored by Colorado's governor, it was contacted out of the blue by Al-Huson University College and Al-Balqa Applied University in Jordan. "The governor's award caught the eye of the people in Jordan, who saw it on the Internet," said Troy Wanek, the lead faculty member. "They asked if we would help them build an identical program at their college."

With an HED grant, Red Rocks has hosted their faculty and Wanek has made two trips to Jordan and is planning a third. He's helped them equip a solar-paneled lab and enroll as many as 50 students a semester in the training program. "Our first problem was figuring out how to get equipment to Jordan and finding stuff they make locally without having to import materials," he said. "We've incorporated some of the teaching methods I've brought to Jordan in our classrooms here," including how to work off the grid and calculate the battery requirements. "Trying to explain those concepts in Jordan helped me with how I can explain them more easily here."

RED ROCKS COMMUNITY COLLEGE

Building Support for International Development Work

The colleges that do development work say they are careful to ensure they have the support of their boards and sufficient outside funding. They have to be ready for the question, "Remind me. Why are we in Yemen?" CCID's Brown said, "We have that conversation a lot. We try to provide the information that leaders need to work with their boards."

Apart from presidential leadership and board support, it often comes down to finding a champion inside the community college who is up for taking on the challenge of international development work.

The champion may have family or other connections to the developing country, said Bittner, or it may be that an influx of immigrants and refugees has created an awareness of that country or region that didn't exist before inside the college.

HED's Cornick said that once a community college's leaders decide that international work is of strategic value, they need "to reach across" the entire institution and find people "who are part of the diaspora community, who speak multiple languages, and can say to the president, 'Sure I can go to Egypt. I speak Arabic,' or 'I'm Hispanic American and I can work in Latin America.'"

Bittner, too, encourages colleges to pull faculty and deans from several disciplines into projects, and to partner with other colleges. Brown noted, "If it's just one person (doing this), that will leave when that person leaves the college."

Highline's Bermingham said it is impossible to do international development work at the scale his institution has done without external resources, but it is also a matter of priorities. "In the same way you have to fund technology, you have to fund some support for international," he said. "It can't be an added on extra, because added on extras are always cut in tough economic times."

While community colleges generate significant revenue from the higher, out-of-state tuition that their 88,000 international students pay, international development work is largely a break-even enterprise, those involved say, until the benefits of a more internationalized faculty and curriculum are factored in.

"In the same way you have to fund technology, you have to fund some support for international. It can't be an added on extra, because added on extras are always cut in tough economic times."

While schools such as Highline, deeply involved in international work, tend to have grant writers and robust international offices—Kathleen Hasselblad, executive director of international programs and grants, has three persons on her staff managing overseas projects—it can be done by others. AACC's Blayne-Allard said, "Our colleges are used to doing contractual work. They are all set up for that because of their partnerships with local industry .... Having a grant to engage in international development is not that dissimilar to a contractual arrangement."

CCID is encouraging colleges to do a better job of inventorying their own resources and the international operations and capacity of their local businesses. "So many of them are doing work internationally or depend on international markets. There are some international partnerships we should be leveraging. I don't think we're doing a very good job of that now," said Brown.

The approaching sunset for HED—which already has stopped awarding new three-year grants—and budget cuts in Washington may make it harder for community colleges to sustain or grow their international work. Bermingham, for one, believes they will find ways to do it. "I work at a community college. I'm in the hope business. I'm optimistic." **IE**

CHRISTOPHER CONNELL is a veteran Washington, D.C. education writer and author of NAFSA's annual *Internationalizing the Campus* reports.