

Fund for the Improvement of Postsecondary Education (FIPSE)

**EC-U.S. Cooperation Program in Higher Education
and Vocational Education and Training**
Project Abstracts - FY 2003 Awards

P116J030004

University of Idaho (ID)

Title: “Development of International Core Competencies and Student and Faculty Exchange in Information Design”

Partners: Columbia College, IL; Wayne State University, MI; International Institute for Information Design (Austria); Mälardalen University (Sweden); Bauhaus University Weimar (Germany); and Utrecht School of the Arts (Netherlands).

Information design is a relatively new field of study, drawing on concepts developed in various field, including graphic design, image design, typography, communications, psychology, interface design, computer science, marketing, professional writing, and linguistics. The work of information designers is to develop strategies that enable people to easily get the information that they need – in other words, to help people make sense of and use information that affects their lives.

We propose to develop an international set of core competencies in information design and develop guidelines for information design education programs, drawing on the expertise of educators and practitioners around the world. We will use student and faculty exchange, both physically and through Internet resources, to make available to students an international experience and a wider selection of course materials than may be available at their home institutions. The International Institute for Information Design (IIID) will act as main coordinator, developing a course data base, developing methods for testing and evaluation, conducting work meetings and seminars, and developing a method for certifying quality.

A particularly innovative aspect of this project is the establishment of a set of competencies – cooperatively developed and internationally agreed upon – for information design. These core competencies will help to clearly define the field of information design and provide a framework for research and for growth in the field worldwide. Our specific goals are: (1) To establish an international core of competencies in the field of Information Design with advice from an international advisory board of educators and practitioners; (2) To establish an international student/faculty exchange program in information design; (3) To establish a method of assessment of the developed competencies and the exchange program, utilizing the services of an independent evaluator; (4) To disseminate information on the developed curriculum and student exchanges through information design, graphic design and education publications, both in print and on-line, and conferences; and (5) To establish a means for sustainability of the program through scholarships and endowments.

FY 2003 Award: \$39,749

Total Funding Estimate: 3 Years, \$203,981

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P116J020009

Brookdale Community College (NJ)

Title: “The EC-U.S. Recipe for Success: Implementing an International Hospitality Industry Curriculum”

Partners: Nassau Community College, NY; Baltimore City Community College; MD; James Watt College (United Kingdom); Koning Willem I College (Netherlands); Instituts Univeria (France); Instituts Francais des Alpes (France)

The importance of U.S. and European trade relations, the high volume of transatlantic tourism, and the increasingly diverse populations of the United States and Europe present a need for hospitality industry professionals with global competencies. Through a US-EC consortia implementation project, partners will develop international hospitality industry curricula through faculty exchanges. The unique cultural, linguistic, and geographic offerings that each partner brings to the consortia will be used to develop the new curriculum. Courses and modules (synchronous and asynchronous) will be delivered through web-based on-line mediums, videos, and CD-ROMs. Ultimately, these components will be used by partners to add either an international degree, certificate, or option to their existing hospitality program. The project includes student exchanges and internships as well as language and cultural training. The project goals and objectives will be assessed through formative and summative reports, success of student mobility, success of language and cultural training, and industry feedback. Curricula will be sustained as part of each institution’s international mission.

FY 2003 Award: \$44,968

Total Funding Estimate: 3 Years, \$204,000

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P116J030010

Clemson University (SC)

Title: “The Consortium for Small and Medium-size Enterprises and Entrepreneurship Education (SMEEE)”

Partners: Appalachian State University, NC; University of North Florida, FL; Université Catholique de Louvain (Belgium); Universidad de Alicante (Spain);

Otto-Friedrich-Universität Bamberg (Germany)

We are proposing a consortium of schools to focus on the creation and operation of small and medium-size enterprises (SMEs). They are significant contributors to the economies of both the EC and the United States. Our consortium will exchange scholars and develop educational materials in a collection of academic disciplines related to the formation and operation of small and medium-size enterprises (SMEs) and for the training of future entrepreneurs. Not only do we propose to include core business disciplines, such as management, finance, marketing, law, accounting, and economics, but also other disciplines that produce the seed ideas about which these enterprises are formed. These include such programs as engineering, food production, agronomy, law, professional communications, human resource training, and service industries like tourism. Our goal is to provide a broad theme that can integrate the full range of academic disciplines associated with building operating a successful global small to medium-sized enterprise. The breadth of the academic disciplines participating in this consortium and the existing strength in entrepreneurship education distinguish the Consortium for Small and Medium-size Enterprises and Entrepreneurship Education (SMEEE) from the one small business consortium previously funded under the EC/U.S. Program.

This project demonstrates strategies for both scholar mobility and continued enhancement of our small business and entrepreneurship curricula. We will build upon the existing resources, programs, and experiences of our individual partner schools to develop enhanced SME courses, vibrant entrepreneurship classes, and opportunities for exchange students to participate in the process of developing new enterprises and encourage their participation in the global economy. We propose a proven structure for building a sustainable flow of students between EC and US partners. We will explore different learning styles and teaching environments in our six schools in an effort to bring proper educational technology into our programs.

FY 2003 Award: \$55,235

Total Funding Estimate: 3 Years, \$204,079

Project Director: Mark McKnew, Clemson University, Office of International Studies, Programs, and Services, E-207 Martin Hall, Clemson, SC 29634, Tel: (864) 656-2685, Fax: (864) 656-4187, E-mail: mamckn@clemson.edu

P116J030011

Hamline University School of Law (MN)

Title: “Developing Transnational Curricula in Negotiation, Mediation, Arbitration, and Dispute Systems Design”

Partners: Benjamin N. Cardozo School of Law, NY; Moritz School of Law, The Ohio State University, OH; Università degli Studi di Roma “La Sapienza” (Italy); Universidad de la Iglesia de Deusto (Spain); Institut Catholique de Paris (France)

Globalization necessitates that lawyers, leaders, managers, and employees be trained to efficiently, fairly, and cost-effectively reach agreement on complex issues that cut across political and cultural boundaries. Adversarial legal models with their reliance on parochial domestic forums for dispute intervention no longer adequately serve consumers facing transnational problems. Although alternative dispute resolution (ADR) training has evolved relatively quickly at graduate schools on both sides of the Atlantic over the last two decades, much of this development has been in isolation. The time is ripe for transnational and cross-disciplinary collaboration to explore alternative approaches to conflict resolution and the theory-to-practice challenges that emerge from such approaches.

This project will enable three U.S. and three EC higher education institutions to: 1) collaborate in the development of international, cross-disciplinary ADR curricula; and 2) initiate and sustain transatlantic student mobility and web-based training to foster dispute resolution education and practice. The partners will complete an assessment of their collective dispute resolution curricula; conduct multiple teaching demonstrations at EC-FIPSE annual conferences and annual consortium meetings; offer state-of-the art intensive ADR training workshops for students; develop and implement a student exchange program sustainable beyond the term of the grant period; develop a plan for faculty exchange beyond the grant period; develop and implement a plan to encourage use of web-based ADR curricula, including cross-campus web-based negotiation, mediation, and arbitration simulation and training for students at partner institutions (whether or not they are involved in the exchange program); and prepare an evaluation report on the pilot project.

The proposed collaboration will improve the quality of human resource development for lawyers and other professionals, and encourage sustainable innovation in graduate level education in a field central to global cooperation in the twenty-first century.

FY 2003 Award: \$40,000

Total Funding Estimate: 3 Years, \$204,000

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P116J030014

The Pennsylvania State University (PA)

Title: “A Pedagogy for Intercultural Critical Literacy Education (PICCLE)”

Partners: St. Cloud State University, MN; Norfolk State University, VA; Jonkoping University (Sweden); Kiel University of Applied Sciences (Germany); University of Vassa (Finland)

PICCLE will disseminate a model for the teaching of intercultural critical literacy based on the development, implementation, and evaluation of curriculum modules in programs of study that prepare professionals in communications and literacy education. Each PICCLE module guides transnational student teams to identify the cultural values and perspectives constructed in

language, print, and media texts from their respective cultures, and to author web publications to analyze and critique the texts' cultural representations. This intercultural critical literacy skill provides a foundation for the globalization of future professionals, who are fundamental in the production and reception of the bulk of the world's media texts, as they learn to transcend cultural boundaries of meaning in their interpretation and creation of texts, and to develop multiple language skills to negotiate and promote more globally informed meanings in their future work, and their everyday life as global citizens. A multi-lingual PICCLE website will provide complete descriptions of 15 modules and links to extensive technology and curriculum resources for the integration of the model in university courses.

FY 2003 Award: \$39,186

Total Funding Estimate: 2 Years, \$80,409

Project Director: Jamie Myers, Pennsylvania State University, College of Education, 254 Chambers Building, University Park, PA 16802, Tel: (814) 865-2161, Fax: (814) 863-7602, Email: jmm12@psu.edu

P116J030019

The Pennsylvania State University (PA)

Title: "SUSPROT: Sustainable Crop Protection in Agriculture"

Partners: University of California at Davis, CA; University of Illinois at Urbana-Champaign, IL; Gembloux Agricultural University (Belgium); Universität Hohenheim (Germany); Wageningen University and Research Center (Netherlands); Institut National Agronomique Paris-Grignon (France)

This project is designed to bring students and faculty from the U.S. and EU together in the area of crop and soil sciences to develop a new curriculum in the area of sustainable agriculture. This curriculum will be sensitive to and address cross-Atlantic differences in approaches to land management, social and cultural norms, and the introduction of new technology, such as genetically modified organisms.

The SUSPROT program is designed as an experiential learning process for students and is comprised of two main components: international curriculum and project/research experience. The project experience will be an integral feature of the curriculum and is meant to provide a hands-on approach to concepts learned in the classroom. The program will involve the identification of a set of courses as a core curriculum for both undergraduate and graduate students, development of research and professional internships, development of interactive case studies, the design of a multi-lingual web resource site for the program and the use of interactive technology to create international student problem-solving teams.

The project will be evaluated against its main goals—to establish a network of academics and professionals; enhance the ability of students to work and think internationally; trace the impact of the program on faculty, students, and administrators; and enhance support for international

programs involving professionals. The SUSPROT web resource site will play a core role in disseminating the program to other students, faculty and the public by documenting research activities by the students, making course content available in various languages, showcasing student papers, presentations and other achievements, and providing additional language and cultural resource materials.

FY 2003 Award: \$30,378

Total Funding Estimate: 3 Years, \$204,000

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P116J030026

Loyola University Chicago (IL)

Title: "Sustainable and Equitable Community Reinvestment"

Partners: Georgetown University, DC; University of Liverpool (United Kingdom); Universidad de Sevilla (Spain)

This project will build upon experience gained by growing international networks that link "community-based knowledge" with "university-based (discipline-based) knowledge." Innovation--in both theory and practice--typically occurs at the boundaries between disciplines, between institutions, and between cultures. Therefore a project that crosses national boundaries, institutional boundaries, and university-community boundaries will enhance innovative course content and innovative pedagogy in higher education. This project will focus on urban planning and urban policy training. However, the model and its application will reach into all areas of higher education vocational training, e.g. business, health care, government, education, social service, law, criminal justice, environmental protection, social sciences, and the natural sciences.

We will create, and pilot a 14-week course in "Collaborative university-community approaches to equitable neighborhood reinvestment." The course will include: a) hands-on training in community-based participatory research methodology; b) student involvement in an equitable re-development project; c) a detailed system of web-based communications; and d) one-week visits by one or two of the faculty from partnering institutions during the classes at each university.

Other outcomes will include: 1) a written manual that will explain how a pedagogical approach utilizing both university and community knowledge can enhance the quality of learning in the university classroom; 2) sharing of experiences and results with faculty and administrators to facilitate "institutionalization" of this program; 3) creation of a web page that will contain all of the reports and products produced; and 4) dissemination of the international innovative curriculum to other European and U.S. universities through existing networks in the United States and Europe--particularly the European Commission-funded International Science Shop

Network (ISSNET) and the developing Community Based Research network of universities in the United States, in which the four partner universities are already participating.

FY 2003 Award: \$37,087

Total Funding Estimate: 2 Years, \$79,000

Project Director: Philip Nyden, Loyola University, Chicago, Center for Urban Research and Learning, 820 N. Michigan Ave., Chicago, IL 60611, Tel: (312) 915-7761, Fax: (312) 915-7770, Email: pnnyden@luc.edu

P116J030027

University of Illinois at Urbana-Champaign (IL)

Title: “Good Governance in the European Union and the United States”

Partners: University of Kentucky, KY; University of Minnesota, MN; Brigham Young University, UT; Wirtschaftsuniversität Wien (Austria); Turun yliopisto (Finland); Università di Cagliari (Italy); Université catholique de Louvain (Belgium)

Global developments of the past decade have strained transatlantic relations. They also have heightened tensions in the political and economic governance of the EU and the United States. The Good Governance Consortium (GGC) encourages academic and non-academic collaboration in addressing common political and economic challenges and reinvigorating our alliance.

The curriculum features a Web-assisted transatlantic course on good governance. It integrates two elective courses each in the areas of political and economic governance (with transatlantic content), two elective area studies courses, and post-secondary language instruction. Fieldwork (study visits, case studies, simulations) is an integral component and paves the way for internships. Students who complete the curriculum successfully receive an academic certificate in transatlantic good governance. Two international public conferences intersect with the curriculum. The edited results of the first appear in a journal special issue and those of the second in an edited volume on “Good Governance in the Global Village.” An online platform enables synchronous and asynchronous written, as well as audio and video interaction for all project activities. It will become an interactive resource for educators and its components models for interactive, e-governance information and communication. It also will serve as the faculty and student alumni network communication center for the exchange of research and work experience. Consortium evaluation integrates all involved. The coordinators set the schedule whereby supervisors of each project activity solicit, receive, and evaluate comprehensive assessments from all participants. The external advisors receive evaluations and offer feedback to the coordinators and directors. The existing cooperation between the core members and their vibrant links to the other partners bolster their confidence in ensuring the project’s sustainability. Its focus on academic certification lays the groundwork for transatlantic undergraduate and graduate programs in good governance at the partner institutions.

FY 2003 Award: \$35,154

Total Funding Estimate: 3 Years, \$203,418

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P116J030029

Auburn University (AL)

Title: “International Cooperation Using Educational Technology in Graduate Studies in Computer Science and Technology”

Partners: University of Arkansas at Little Rock, AR, San Diego State University, CA; University of Sunderland (United Kingdom); Universidade do Algarve (Portugal); Fern Universität Hagen (Germany)

The project focuses on the use of educational technology to equip students for graduate studies in computer & information science, with a particular emphasis on Software Engineering and its applications (including the engineering of e-learning systems, embedded systems, e-commerce and hybrid systems). The training will be carried out by a mixture of electronic learning, face-to-face courses and workshops as well as innovative team-working activities that develop real-world, professional skills sought by employers. The courses provided will build up subject knowledge, through specific course modules as well as enhance generic, transferable skills in specific training courses (e.g., ethics, cultural training, research methodology, entrepreneurship).

The supply of a well-educated graduate workforce with transferable and entrepreneurship skills as well as a global awareness is increasingly important in the fast-moving global, world of software engineering. Therefore, this project attempts to share experiences from both sides of the Atlantic, build on the institutions’ strengths and areas of expertise to train faculty, researchers, and students in the area of software engineering.

During the course of this program, 5 students from each partner institution will to travel to an institution on the opposite side of the Atlantic and, similarly, each institution will receive 5 students. The total number of EC and U.S. students exchanged will be 30 over 3 years. The students would be recruited from first and second year postgraduates advanced undergraduate students who are considering applying for postgraduate study. There will be 3 international training workshops held each year in either the EU or the United States. Participants from both sides of the Atlantic will be encouraged to participate and hence travel will be necessary. Participants who were not on the EU-US consortium would also be encouraged to attend the workshops.

FY 2003 Award: \$51,176

Total Funding Estimate: 3 Years, \$201,836

Project Director: Hulya Kirkici, Auburn University, Electrical and Computer Engineering Department, 200 Broun Hall, Auburn, AL 36830, Tel: (334) 844-1822, Fax: (334) 844-1809, Email: Hulya.kirkici@ieee.org

P116J030032

University of Missouri (MO)

Title: “Cross-National Health Care Policy and Leadership”

Partners: University of North Carolina, NC; University of Michigan, MI; Universität Beyreuth (Germany); National School of Public Health (Greece); Universidad Politecnica de Valencia (Spain)

This project focuses on a comparative, cross-national understanding of similarities and differences across countries in how health services are organized, delivered, financed, and improved. This knowledge, in turn, will enhance the creativity and flexibility of future leaders of health services. Both the United States and the EU countries express the problems involved with the provision of health services in common terms: cost, quality, and access. The drivers of health are also common: an aging population, new technologies and treatment, and improved well being and standard of living. Regardless of the social institutions governing the financing of health care, there are universal approaches toward health management, which will be enhanced by this cross-national exchange. Issues of efficiency in the production of health services are universal, with every country wishing to provide health services in an efficient and cost-effective manner.

The curriculum development and student exchange program will offer students a multi-cultural experience of health care environments, applied health policy, and attitudes and belief systems associated with health care. Specifically, the program will provide health administration students with practical experience and an international health care curriculum: (1) the practical experience component will enable the students to write a health policy case study and have an internship in different health delivery facilities, including hospital(s), nursing home(s), public health agencies, community health centers, etc. to obtain a multi-cultural experience, and to learn about health policy and leadership in a foreign country; and (2) the international health policy curriculum will be provided via the internet.

FY 2003 Award: \$24,262

Total Funding Estimate: 4 Years, \$203,587

Project Director: Keith E. Boles, University of Missouri, 324 Clark Hall, Columbia, MO 65211, Tel: (573) 882-8411, Fax: (573) 882-6158, Email: bolesk@health.missouri.edu

P116J030035

Community College of Allegheny County (PA)

Title: “Globalizing Vocational Training Programs for the Electrical Industry to World-Class Standards”

Partners: Lakeland Community College, OH; Daley College, IL; City College Birmingham (United Kingdom); Deltion College (Netherlands); Teknisk Erhvervsskole Center (Denmark).

This project will identify and share the existing best practices for vocational training in both the EU and the United States in order to develop an enhanced, innovative, vocational training program for the electrical industry. It will combine the strengths of the broad general curriculum found in Associate Degree training in the United States (Psychology and Business) with the depth of curriculum followed in Europe at qualification level 3, especially in the area of work-based National Vocational Qualifications. Progression from this student-centered electrical vocational education program will be mainly into employment, both in the United States and Europe. This program will attract trainees into this vocational area, especially from under-represented groups such as females/minorities, and provide access for students to further education.

Employers, trade unions, schools, local communities, and business leaders actively support the program. The existing EU-U.S. vocational curriculum credits / modules will be mapped so that the students in the program will achieve dual certified EU-U.S. credits/modules. New areas of the curriculum will be developed including core Languages and Cultural Studies, along with new vocational areas such as “Alternative Technologies”. The project will involve the exchange of 36 students, along with teaching staff. However, over 300 electrical students will benefit by taking part in videoconferencing classes and Internet assignments.

FY 2003 Award: \$44,125

Total Funding Estimate: 3 Years, \$203,155

Project Director: Daniel Lowe, Community College of Allegheny County, 808 Ridge Ave., Pittsburgh, PA 15212, Tel: (412) 237-2580, Fax: (412) 237-4521, E-mail: dlowe@ccac.edu

P116J30041

University of Kentucky (KY)

Title: “Implementation of an International Program in Laboratory Science”

Partners: University of Kansas, KS; University of Alabama at Birmingham, AL; University of Puerto Rico, PR; University of Central Lancashire (United Kingdom); University of Wolverhampton (United Kingdom); University of Cadiz (Spain); Jonkoping University (Sweden)

This international program of study will operate through the *Transatlantic Health Science Consortium*. The Consortium consists of four American and four European institutions of higher learning. In order to address the critical shortage of quality trained laboratory personnel, in part exacerbated by the threat of bioterrorism, this project will focus on the academic areas of biomedical science/clinical laboratory science.

Mobility students from participating Consortium institutions will experience the following during the project: (a) study in the comparable academic program at a foreign site, as they would if present at their home institution; (b) experience the performance of their profession in the host country; (c) expand their cultural horizons by participating in an international academic and

traineeship program not currently available to any students in the selected profession thus providing “added value”; (d) participate in a unique course for academic credit on health care systems delivered by distance learning via the World-Wide-Web; and (e) provide feedback in order to interact and share their experiences with their home institution’s respective non-mobility students regarding all aspects of the program. This international program will link an academic exchange with technological resources to expand the global work opportunities for graduates. The graduates will be competitively superior to their non-participating counterparts because of their broadened cultural awareness and an enhanced flexibility and adaptability in technology. With the advances made in laboratory-based technology and the impact of the human genome project, they will more comfortably and competently compete in the globally expanding biomedical workforce.

FY 2003 Award: \$45,902

Total Funding Estimate: 4 Years, \$204,000

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