Information for Prospective
PIN Members
An Alliance of Postsecondary Institutions Dedicated to the
Furtherance of International Education and Understanding Through
A Sharing of Experience

DOCUMENT OF UNDERSTANDING

There are obvious commonalties of purpose, programs, curriculum and instruction
technical/community/further education institutions in Australia, Bahrain, Canada, Fiji, New Zealand, the, United States and other countries in the world.

These commonalties notwithstanding, there have not yet developed a close interaction among the technical/community further education colleges in these countries. A better understanding of educational programs and developments could be mutually beneficial to institutions of each country, and cooperative activities could both improve and extend present educational offerings. Therefore, an alliance of technical/community further education colleges known as a postsecondary International Network (PIN) has been established

Article I: PURPOSE

Engage our senior executives through high quality relationships to bring international understanding and cooperation to improve outcomes for learners.

OUR ALLIANCE
As a Network we will observe these guiding principles and abide by these norms for our work together:

HOW WE WILL APPROACH OUR WORK

- Get together in an environment of high trust to share information, become inspired, and discuss challenges, triumphs, and disappointments.
- Build our understanding of the ever-changing global environment.
- Engage with the critical issues that affect diverse postsecondary education institutions.
- Facilitate communications as they relate to administration, curriculum, instruction, faculty, staff, student services, and joint business development.
- Cooperate in arrangements for international visits.
- Share information about the vast menu of participation activities among PIN members.
- Work in partnership among PIN members to deliver programs, promote joint projects and collaborate with the private sector.

RELATIONSHIPS

- Recognize that individual members participate for reasons important to them.
- Be sensitive to each member's principles, resources, and interests.
• Mentor/develop/support new leadership.

• Collaborate outside of plenary sessions for mutual benefit.
• It is expected members will share friendship, knowledge and experience with other members.

DECISION MAKING

• Be clear on time resources, and commitment toward chosen initiatives.
• Set the general direction of the Network through the Executive Committee

PIN MEMBERSHIP

PIN current members are from Australia, Bahrain, Canada, Fiji, New Zealand, South Korea, and United States. Membership from other countries will be considered by the Executive Committee.

MEMBERSHIP PROCESS

Potential members must be referred by a current member and approved by the PIN Executive Board. Once referred the PIN Executive Director or the Associate Executive Director will provide the potential member with information about PIN (Purpose, benefits, conferences, and website).

Colleges interested in PIN membership express interest in becoming a PIN member to the PIN Executive Director.

The Executive Director or Assistant Executive Director will inform the Executive Committee of membership interest and poll the Board for membership approval. The Executive Director or the Associate Executive Director will contact the interested college indicating their membership status. Once approved, the Executive Director will invoice the approved college for the annual dues.

RESPONSIBILITIES PIN MEMBERS

• Presidents or their designees’ attendance at the annual meeting
• Institutions will participate in the PIN’s programs and projects
• Institutions will contribute to a semi-annual newsletter
• Presidents will serve, when elected, as members of the PIN Executive Committee and attend meetings of the Board; plan conferences, etc.

BENEFITS PIN MEMBERS

• Annual PIN Conference hosted by PIN member institutions in different countries
• Institution receives one discounted registration for the annual conference
• Stipends for faculty/staff visits/exchanges as approved by PIN Executive
- Support for research-development projects initiated by PIN members
- Develop professional partnerships with institutions in other countries
- Opportunity to participate in grant-funded projects submitted by PIN
- Provide articles for the PIN newsletter and occasional papers on PIN project

PIN MEMBERSHIP BENEFITS

Annual Conference - PIN institutions/colleges host the annual membership conference presenting programs that center on current issues impacting vocational education and training.

Conference Registration - Each member institutions/colleges receives one discounted registration for the annual conference.

Exchanges/Visits - Administrators and faculty have the opportunity to participate in exchanges and visits to institutions/colleges in other countries. Participants are awarded a $1,000 stipend to facilitate the exchange/visit.

Professional Partnerships & Contacts - PIN provides an opportunity for members to develop professional contacts with institutions/colleges in other countries. Member institutions/colleges have developed partnerships to expand and enhance opportunities for administrators, faculty, students, and contract training. Internationalizing the Curriculum - PIN facilitates institutions/colleges to institutions/colleges and program to program contacts to develop curriculum that expands international competencies.

Special Projects - PIN coordinates special projects approved by the membership. The current project is a leadership benchmarking initiative. Past projects included student leadership programs and a curriculum development initiative.

PIN Member Institutions share ideas and work collaboratively on a range of projects. These projects are both short term and long term projects and may be informal between individuals or Institute to Institute.
<table>
<thead>
<tr>
<th>Project/Activity</th>
<th>Lead - PIN Member Institutions</th>
<th>Support Institutions</th>
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<tbody>
<tr>
<td><strong>Hospitality and Tourism training</strong></td>
<td>Otaga</td>
<td>Olds College</td>
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<tr>
<td><em>(Maui hosted Olds College in 2013 to explore a &quot;teaching hotel&quot;)</em></td>
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<tr>
<td><strong>Sustainability</strong></td>
<td>Otaga</td>
<td>Olds College</td>
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<tr>
<td><em>(Otaga hosted Olds College and provided insight into sustainability)</em></td>
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<tr>
<td><strong>Administrator Exchange</strong></td>
<td>Central Community College (CCC)</td>
<td>NAIT, SAIT, Olds College</td>
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<tr>
<td><em>3 Academic Deans for one week to Alberta, Canada – October 2011</em></td>
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<tr>
<td><strong>Cooperative Grant</strong></td>
<td>CCC and Bahrain Polytechnic Partnership</td>
<td></td>
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<tr>
<td><em>from USAID: Entrepreneurship Curriculum Development and Business Development Center Bahrain Polytechnic; Amount: $350,000 Start Date: 04/01/2012 End Date: 07/30/2014</em></td>
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<tr>
<td><strong>Student Exchange - Ulsan nursing and dental students studying at CCC – January and February 2015</strong></td>
<td>CCC and Ulsan College</td>
<td>Student Exchange - Ulsan nursing and dental students studying at CCC – January and February 2015</td>
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<tr>
<td><strong>Faculty Exchange – CCC faculty member on sabbatical in New Zealand May 2015</strong></td>
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<td><strong>5year MOU</strong> between CCC and Ulsan College – signed October 9, 2014 to encourages joint research activities, academic materials exchange, faculty exchange, and student exchange</td>
<td>CCC and Ulsan College</td>
<td></td>
</tr>
<tr>
<td><strong>TANZ Scans</strong> Global Tertiary Education Future Focused Trends and Ideas</td>
<td>Otago Polytechnic</td>
<td>Nelson Marlborough Institute of Technology, Eastern Institute of Technology, Bay of Plenty Polytechnic, Christchurch Polytechnic Institute of Technology, Universal College of Learning NorthTec Institute of Technology</td>
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<tr>
<td><strong>Master of Professional Practice</strong> Global Leadership</td>
<td>Otago Polytechnic</td>
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<tr>
<td><strong>Development of a joint Laser, Photonics and Optics</strong></td>
<td>University of Hawaii, Maui College of Lake County</td>
<td>OP-TEC (CLC CEO Cody Kreischer needs optics technicians to manufacture sophisticated machines unique on a global scale made in the UK and Germany).</td>
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<tr>
<td><strong>Global Education Network (GEN)</strong> Student Exchange Program focused on semester abroad</td>
<td>Box Hill Institute Southern Alberta Institute of Technology</td>
<td>Colorado Mountain College</td>
</tr>
<tr>
<td><strong>PIN Leadership Tool</strong> an online systems to assess competencies required by Managers with a focus on Professional Development</td>
<td>Box Hill Institute</td>
<td>Minnesota Colleges Adam Smith Edinburgh</td>
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PIN EXECUTIVE COMMITTEE 2014/2016

<table>
<thead>
<tr>
<th>Region</th>
<th>Member</th>
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<tbody>
<tr>
<td>2014/2016 President (PIN)</td>
<td>Greg Smith, Central Community College (USA)</td>
</tr>
<tr>
<td>2016/2018 President Elect</td>
<td>Larry Rosia Saskatchewan Polytechnic (Canada)</td>
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<tr>
<td>Committee Members</td>
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<tr>
<td>Australia</td>
<td>Vacant</td>
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<tr>
<td>Bahrain</td>
<td>Mohamed E. Al Aseeri, Bahrain Polytechnic</td>
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<tr>
<td>Canada</td>
<td>Tom Thompson, Olds College</td>
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<td>Ron Common, Sault College</td>
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<tr>
<td>Fiji</td>
<td>Subhas Chandras, The Pacific Institute of Technology</td>
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<tr>
<td>New Zealand</td>
<td>Tony Gray, Nelson Marlborough Institute of Technology</td>
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<td>Phil Ker, Otago Polytechnic (Past President of PIN)</td>
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<tr>
<td>South Korea</td>
<td>Dr Moe, Tongwon University</td>
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<tr>
<td>USA</td>
<td>Joe Sertich, Emeritus Northeast Minnesota Higher Education District</td>
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</tbody>
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Executive Officers

Executive Director of PIN
Larry Litecky
larry.litecky@gmail.com

Associate Executive Director of PIN
Kerri Ferguson
kerri.ferguson@outlook.com
Nomination Form

Please complete the nomination form and return to:
Larry Litecky (larry.litecky@gmail.com) and Kerri Ferguson (kerri.ferguson@outlook.com)

Nominee to complete

<table>
<thead>
<tr>
<th>Nominated Institution Details</th>
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<td>State/Province</td>
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<td>Country</td>
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<td>Zip Code</td>
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Profile of Chief Executive Officer/President of Nominated Institution

Nominator to complete

<table>
<thead>
<tr>
<th>Name of Nominator and Position</th>
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<table>
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<tr>
<th>Nominators Institution and Contact Details</th>
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<th>Reasons for Nominations</th>
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<th>Date Nominated</th>
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</table>
Central Community College (CCC) is the sole remaining PIN founder institution. I became involved in PIN primarily for professional development purposes. I have attended every PIN conference since 2008 now six in all.

Membership in PIN gives me access to resources available to few of my community college peers in the U.S. The international perspective expands my thinking about possible new initiatives and ways of doing things at my own institution. I have discovered that regardless of location polytechnics and community colleges across the globe have similar concerns and are addressing similar issues such as sustainability, scarcity of resources, increasing enrolments, distance learning (MOOCs, open educational resources, virtual environments), and increased public accountability.

Due to PIN membership CCC and Bahrain Polytechnic have successfully partnered to obtain two grants from USAID HED (Higher Education Development) to expand entrepreneurship training in Bahrain. CCC also obtained a PIN faculty/staff exchange grant in 2011 to send three administrators to study best practices at three PIN member institutions in Alberta. We are currently exploring both faculty and student exchange possibilities with fellow PIN institutions some of whom, like CCC, are also members of CCID (Community Colleges for International Development).
Saskatchewan Polytechnic is excited to join the Postsecondary International Network (PIN). Passion for learning and a desire to excel draw international students to enroll at Saskatchewan Polytechnic. We welcome international students to learn in Saskatchewan or study our programs abroad. Our PIN membership will allow us more opportunities to explore exchanges, partnerships, and collaborations with other post-secondary institutions around the world.

Ron Common, President Sault College
Ontario, Canada.

I am a member of PIN to benefit from an international perspective on the role of presidency. I particularly enjoy seeing how colleges solve similar problems or issues in quite different ways, giving me many ideas to implement.

Tony Gray, Chief Executive Officer (CEO)
Nelson Marlborough Institute of Technology,
Nelson, New Zealand.

I am involved in PIN because of the opportunity for meeting with international colleagues and developing a greater understanding of their education business initiatives and the leadership of their
Over the short time NMIT has been part of PIN we have benefited from seeing and sharing a number of good practice initiatives and innovative ideas which are being delivered in PIN institutions; and had the opportunity to work with those institutions, developing and implementing ideas for the benefit of NMIT. We have also had the privilege of hosting a PIN conference.

Dr. Joe Sertich, President Emeritus Northeast Minnesota Higher Education District Iron Range Minnesota, USA

As a member of PIN for over a decade I realize how important it is for my professional development to engage with senior executives from around the world through high quality relationships to bring international understanding and cooperation to improve outcomes for learners. As a “Network” I can gain a deeper appreciation for the similarities and differences created by policy, culture, geography, and resource investments. I enjoy getting together in an environment of high trust to share information, become inspired, and discuss challenges, triumphs, and disappointments. It helps to build my understanding of the ever-changing global environment.

Through annual conferences, I can engage with the critical issues that affect diverse postsecondary education institutions. The diversity of participants at the conferences assists me in relating to administration, curriculum, instruction, faculty, staff, student services, and joint business development. As a college president in the United States my campuses have cooperated in arrangements for international visits, as well as share information among PIN members. I appreciate our work in partnership among the PIN members to deliver programs, promote joint projects and collaborate with the private sector.
Phil Ker, Chief Executive Officer (CEO) Otago Polytechnic
Dunedin, New Zealand

Otago Polytechnic has been a member of PIN since 2007, and I have attended all PIN conferences since then. My primary motive for joining PIN was as a vehicle for my own professional development, and my (high) expectations have been consistently exceeded. I particularly value the close and deep personal relationships with other CEOs/Presidents, which PIN facilitates. These relationships have led to greater understandings of tertiary education globally, as well as of the demanding task of managing and leading our complex organisations.

The PIN conferences, without exception, have been gold mines of good ideas, many of which have been implemented at Otago Polytechnic; and the PIN faculty/staff visitation programme has enabled Otago Polytechnic staff to benefit from the innovation of PIN members.

As a past President of PIN – I was pleased to give service to an organisation that has brought so many personal and organisational benefits. I commend PIN membership to any President/CEO who is keen to tap into global perspectives for their personal/professional and organisational development”.

Tom Thompson, President Olds College
Alberta, USA.

Olds College has been a member of the Postsecondary International Network since 1996, five years prior to my acquisition of the position of President. Just entering my 13th year as President, I have been very involved with PIN, including serving as Chair of the Executive Committee. Being a member of PIN has allowed me and others at Olds College to form collaborative working partnerships with many international Presidents and their institutions. The annual PIN Conference offers an abundance of leadership training and professional development.

As well, the conference gathers Presidents, Vice Presidents and faculty together from around the world
for the sharing of best practices and global perspectives on post-secondary education. PIN provides a trusted and like-minded peer group that can provide advice and insight at any time throughout an academic year. Lastly, being a member of PIN allows for an easier entry into international markets. In 2013, Olds College celebrated its 100th anniversary; being a member of PIN has contributed to the College’s success in the past and will continue to be an instrument utilized to ensure its future.

Subhas Chandras- The Pacific Institute
Fiji

I value my association with PIN Network as very enriching. Pin is a very professional organization, with very capable people with good standing who bring their vast experience to the table.

My value in participation in PIN has been various

- Networking
- Sharing ideas and learning from people success
- Access to good resources
- Access to Institutes all over the World
- Ability to exchange Students & Staff with institutes worldwide
- Have somewhere to rely when in need

Larry Litecky, Executive Director PIN
Minnesota, USA.

Prior to assuming the PIN Executive Director’s position, I served 12 years as the president of Century College, a community-technical college, in the U.S.A. I joined PIN and valued my experience for both professional development and organizational development. PIN served as a catalyst for new ways of
thinking. Concerning my professional development, I valued the dialogue, and the ensuing learning, with the high quality PIN presidents/CEOs. I also have enjoyed the opportunity to explore the organizational possibilities for my community-technical college by learning from the experience of other postsecondary institutions, especially polytechnics.
PRESENTATION FROM 2014 PIN CONFERENCE IN SOUTH KOREA -

KAY GILES NEW ZEALAND

Christchurch Polytechnic Institute of Technology’s Product Charter

During the 2014 PIN Korea Conference, a workshop session included remarks from Kay Giles about CPIT’s Innovation Pedagogy approach and its evolution from following the Christchurch earthquake. This article provides more details.

BACKGROUND
Following a restructure of its Academic Division in 2009, CPIT developed number of documents to govern its product capability. These included policies for the design, development, review and approval of programmes, a framework for teaching and learning, a strategy for implementing elearning, a project for embedding literacy and numeracy, and guidelines for work-integrated learning and assessment good practice.

These CPIT documents and projects were based on constructive alignment (where the learning design has consistent, cohesive and logical interconnections between intended learning outcomes, teaching and learning activities and assessment tasks, Biggs, 2003) and learning centred approaches (where effective learning is the outcome of the design, placing more emphasis on learning than content and more significance on what learners do than what teachers teach, where learners are actively engaged in the learning rather than being the recipients of information).

While CPIT was achieving good outcomes with these approaches, student and employer feedback increasingly requested that programmes and delivery become more customisable, more flexible and deliver graduates with more effective workplace skills, especially in relation to communication, initiative, problem solving and judgement. In addition, government and society began to place increasing emphasis on other “soft skills” such as biculturalism and multiculturalism and sustainability.

As a result, CPIT has sought to develop and implement a Product Charter which builds on the strengths and successes of its existing approaches and incorporates new philosophies and practices which reflect the demands of stakeholders.

In 2012, the then CPIT Academic Director, seeking to address these needs, investigated Innovation Pedagogy. She visited the Turka University of Applied Sciences (TUAS) in Finland where this approach has been developed and implemented. The approach aims to address the integration of education, research and innovation as the combined key drivers of the knowledge economy, preparing students for the future where the work itself and the work methods may not yet be fully defined. Innovation Pedagogy can be modelled as the “knowledge triangle” as in the diagram below (Kantola and Kettunen, 2012):
The three elements of the “knowledge triangle” require delivery strategies that are characterised by:

- Multi-field operation – based on customer need rather than discipline
- Applied research and development – educational activities integrated with regional networks and evaluated on value adding
- Flexible curriculum – diverse pathways, projects, place, collaborations and networks
- Entrepreneurship – work-based and community projects integrated into learning activities
- Internationalisation – opportunities for working with international networks, businesses and communities are offered.

THE CPIT PRODUCT CHARTER

Indicators for the achievement of these CPIT Product Charter principles and rubrics to align the achievement levels to qualification levels are being developed along with role statements which describe the responsibilities of each part of the organisation in implementing these principles and parameters.

The necessary supports for successful implementation of the principles are being identified and addressed including staff capability, specialist instructional design services, learning and assessment resource services, business and information systems, quality assurance and technology enhanced learning platforms.

Implementation involves an annual portfolio review which includes evaluation of the extent to which programmes are achieving the aspirations of the principles. As an outcome of the portfolio review, an annual product development plan is being constructed and a project reporting cycle deployed.

The CPIT Product Charter is an important element in delivering the CPIT vision of “Leading education for employment in partnership with communities”.
**CPIT Product Charter Principles**

As a result of these investigations, CPIT is constructing a Product Charter with the following principles (in addition to ensuring compliance with external regulatory authority requirements):

- Programme design will be based on current educational philosophies including active learning, constructive alignment, learner-centred approaches and innovation pedagogy and will use evaluative self-assessment to as a significant input into development and review.
- Programme design will engage all relevant stakeholders to ensure currency, relevance and participation in programme design and delivery.
- Programme design will aim towards consistency of course credit and a mix of core, compulsory and elective components to facilitate cross programme delivery.
- Programme design will aim to maximize flexibility in delivery.
- Programme design will be responsive to learner needs to achieve the appropriate levels of independence and self-management through delivery, assessment and reporting on academic literacies.
- Programme design will incorporate responsiveness to Maori and, where appropriate, responsiveness to other population groups.
- Programme design will embed work-readiness, transferable competencies including the delivery, assessment and reporting on these competencies.
- Programme design will include purposeful opportunities for the integration of education, work, research and innovation incorporating sustainable and ethical practice as appropriate for the level of the qualification.
- Programme design will facilitate efficient and scalable delivery.
- Programme delivery will align with programme documentation.
Postsecondary International Network

The Seoul Declaration on TVET Colleges

On the occasion of the 2014 Postsecondary International Network Conference in Seoul, Korea, held on October 5-10, 2014, the PIN delegates heard national, institutional and industry perspectives on Postsecondary Technical and Vocational Education and Training TVET, in Korea, as well as global perspectives from other PIN participating countries. The importance of TVET to the economic and social wellbeing of member countries was reinforced.

The PIN delegates noted:
The foundations of societies assembled on democratic principles and free market economies are increasingly at stake. Expanding the number of TVET college students and their access to authentic career paths to sustainable living wages requires systemic improvements. The critical partnerships between TVET colleges, their respective governments and private sector leadership must improve to predictably link TVET graduates with employment. To serve the futures of those most at risk, frameworks that bring political, industrial/private, and TVET leadership together will not be easy but must be designed and effectively demonstrated. It is one of the most urgent TVET priorities of the 21st Century.

Throughout the world there are significant peoples who do not have access to post-secondary education and training generally, nor to TVET particularly, and in many countries there is a growing problem of youth disengagement and unemployment. At the same time many countries are facing skill shortages, at times resulting from a mismatch between the education and training of graduates and the rapidly changing needs of industry; and also resulting from potential employees who do not have the skills to enter the work force. In many countries there are unmet needs for food, health, clean water, safety, and other essentials, but also there exist opportunities to address these unmet needs and unresolved problems. Years of investments in research and development must now result in dynamic pathways to bring corporate resources, incentivised by governments, to share expertise and resources with TVET colleges to allow technology and skills transfer to brighten futures ... for the TVET graduates, business and industry and societies at large. The pace of change has grown quickly and does not appear to be abating. Therefore, the relationships and social capital that must be invested have never been more precious.

The PIN Korea 2014 delegates, therefore, do hereby endorse the overall 2012 Montego Declaration, TVET direction, and further urge the following:

[Signatures]
That the partnerships between TVET colleges and employer-industries and sectors be further developed with shared incentives for success through:

- Identifying industry-informed work-skills based performance metrics/standards
- Designing industry-driven processes committed to keeping TVET institutions abreast of anticipated changes in essential skills
- Collaborations to retrain employees and to prepare future workforces for the emerging skills required
- Facilitating pathways for TVET graduates into sustainable living wage employment

That TVET colleges facing student recruitment, workforce development and demographic challenges such as declining birth rates leverage their teaching and other institutional assets for lifelong learning and retraining services through:

- Identifying unmet private and public needs and creating partnerships with the respective sectors for problem-solving and development of entrepreneurship
- Developing and analyzing institutional capabilities (faculty expertise, facilities, services, etc.) that may add value and contribute to TVET sustainability

That more effective communications and collaborative strategies be promoted among TVETs to support best practices, leadership development and innovation through:

- Supporting potential and emerging initiatives such as an Asia PIN TVET collaboration spawned by the energy and insights of the PIN Korea 2014 Conference in Seoul
- Structuring more active communications among global TVET collaborators supported by cost-effective broadband and mobile solutions
- Continuing to encourage visiting faculty experiences, such as those supported by PIN members, to other exemplary TVET campuses
- Enlisting promising administrative, faculty and staff in learner-leader driven professional development, both formal and informal

That governments better facilitate access to technical and vocational education for those who are unable to afford to do so on their own account, and TVET colleges themselves embrace strategies to improve access through:

- Governments: appropriate funding and/or taxation policies, provision of reliable and affordable broadband and mobile technologies
- TVET colleges: provision of stair casing and bridging programs, adoption of technology enabled learning options and through scholarships

[Signature]

[Date] 24/09/2015

[Signature]

[Date] 24/09/2015
PIN Presidents Affirming the Seoul Declaration

PIN
Phil Ker, President

Jeung-Seok Hoe, President

Kazawata Technical College
Lewis Barksdale, President

Sault College
Ron Common, President

CPIT
Kay Giles, Chief Executive

Institute of Education, Nanjing University
Lu Linhai, Professor

Saskatchewan Polytechnic
Larry Rosia, President & CEO

Northeast Minnesota Higher Education District
Joe Sartich, President Emeritus

Olds College
Herbert C. Thompson, President

JEL University
Gi-Woo Lee, President

Tongwon University
Young-Kee Moon, President

NorthTec
Paul Flinn, Chief Executive

TAFE Brisbane
Aaron Devine, General Manager

Korean Council for College Education
Seung-Woo Lee, President

PIN
Lawrence Lightley, Executive Director

University of Hawaii Maui College
Clyde Sakamoto, Chancellor

Central Community College
Gregory Smith, President

College of Lake County
Jerry Weber, President
PIN Delegates Affirming the Seoul Declaration

Bahrain Polytechnic
Sharifa AlHejari, Executive Secretary

Olds College
Jordan Cleland, Vice President

Bahrain Polytechnic
Ahmed Janahi, Acting Manager

JET University
Jong-Koo Kim, Dean of International Affairs

Ulsan College
Yeon-Koo Lee, Head of Global education center

Saga Women’s Junior College
Nagasawa Masaharu, Professor

Bahrain Polytechnic
Ali Al Nahham, Finance Manager

Bahrain Polytechnic
Sejida Tabbara, Dean

University of Hawaii Maui College
Jung W Park, Engineering Program Coordinator

Bahrain Polytechnic
Hasan Almulla, Deputy CEO

Otago Polytechnic
Marc Doesburg, Director: Internationalisation

Tongwon University
Yoon, Hye Joon, Director of International Center

SAIT Polytechnic
Wayne King, CFO & Senior Vice President

Seoul National University
Mu-Keun Lee, Professor Emeritus

Central Community College
Deep Moore, VP-Institutional Advancement

Universal College of Learning
Danny Reilly, Head of School

PIN
Bill Warner, PIN/Executive Director

Thursday, 24 September 2015