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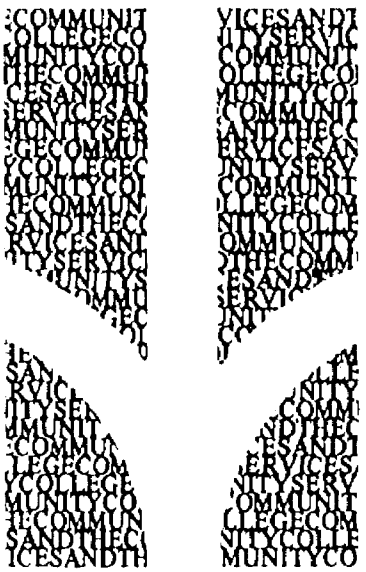
ABSTRACT

This conference was sponsored jointly by Valencia Community College and the Institute of Higher Education of the University of Florida. The presentations of the conference speakers and panelists are provided here. In keynoting the conference, Gunder Myran offered a description of "community-based education" as the ideal future of the community college. Ervin Harlacher spoke of a "community renewal college" where community development depends on individual rejuvenation, self-realization, and self-fulfillment. Max Raines proposed a transactional model for considering leadership strategies for community services. In responding to Alan Pifer's challenge that community colleges become community service agencies exercising a key leadership role in the regeneration of American society, Edmund Gleazer set forth a national agenda that is community-based and performance-oriented. Examples of special programs to meet the needs of special groups were presented by project directors. The community services programs at four community colleges were also highlighted. Special strategies and techniques in faculty involvement, community needs assessment, and program evaluation were presented as well. (Author/KM)

BEYOND THE OPEN DOOR, THE OPEN COLLEGE

A REPORT ON THE NATIONAL CONFERENCE ON



COMMUNITY SERVICES and the COMMUNITY COLLEGE

April 17-18-19, 1974
The Royal Inn
Orlando-Lake Buena Vista, Fla.

Co-Sponsored by:

Valencia Community College
Dr. James F. Gollattscheck
President

Institute of Higher Education
University of Florida
Dr. James L. Wattenbarger
Director

Published 1974:

Valencia Community College
P.O. Box 3028
Orlando, Florida 32802

PREFACE

The community college faces a future in which it must be directly involved in improving the community. This was the theme of the Conference reported herein. Indeed, if the community college is to continue to be a dynamic social force, if the community college is to continue to be deserving of its name, it must act responsively to serve both individual and community needs. It must look beyond the open door to the open college--a community college truly integrated with the college community. It is toward these goals that we present to all Conference participants a report containing the presentations of the Conference speakers and panelists. These presentations suggest the parameters, challenges and goals for a new era in post-secondary education for the remainder of the 1970's and beyond.

In keynoting the Conference, Gunder Myran offers a description of "community-based education" as the ideal future of the community college. Ervin Harlacher speaks of a "community renewal college" where community rejuvenation and development depend on individual rejuvenation, self-realization and self-fulfillment. Max Raines proposes a transactional model for considering leadership strategies for community services. In responding to Alan Pifer's challenge before the Annual Convention of the AACJC in February, that community colleges become community service agencies exercising a key leadership role in the regeneration and reconstruction of American society, Edmund Gleazer sets forth a national agenda to realize the community college as a true community education institution which is community-based and performance-oriented.

The workshop sessions offered the conferees an opportunity to share ideas and discuss the "how to" of community services. This report contains

examples of special programs to meet those special needs of specific constituencies and target groups--senior citizens, women, veterans and low income--as presented by several outstanding project directors. The comprehensive community service programs at Oakland Community College, Florida Junior College at Jacksonville, Brookdale Community College and Miami-Dade Community College are also highlighted. Special strategies and techniques with regard to faculty involvement, community needs assessment and program evaluation, utilizing media and sources for funding for community services are presented by leading experts in the field.

We hope that the National Conference on Community Services and the Community College will continue to serve as a catalyst and frame of reference for you and your institution in moving the community college toward a more active role in community services. We would like to express our appreciation to all who have made the Conference an immediate success--the general speakers, the workshop leaders and panelists, and the conferees themselves. Its ultimate success, however, will be the fruits of our labors in each of our communities.

Orlando, Florida — James F. Gollattscheck

Gainesville, Florida — James L. Wattenbarger

July 1, 1974

COMMUNITY SERVICES AND THE COMMUNITY COLLEGE

CONFERENCE SCHEDULE

Wednesday, April 17, 1974

8:00	-	8:45	Registration and Coffee
8:45	-	10:00	General Session-Royal I "Community Services: Issues, Challenges and Perspectives" Speaker: Dr. Gunder A. Myran Dean of Instruction Rockland Community College Suffern, New York
10:00	-	10:15	Break (Coffee)
10:15	-	11:45	Workshop Session I, Workshops 1, 2, 3, 4
11:45	-	12:00	Break
12:00	-	2:00	Luncheon and General Session-Royal I "Providing a Comprehensive Program of Community Services" Speaker: Dr. Ervin L. Harlacher Chancellor Metropolitan District Community Colleges Kansas City, Missouri
2:00	-	2:15	Break
2:15	-	3:45	Workshop Session II, Workshops 1, 6, 7, 8
3:45	-	4:00	Break
4:00	-	5:30	Workshop Session III, Workshops 3, 4, 5, 6

Thursday, April 18, 1974

8:30	-	10:00	Workshop Session IV, Workshops 1, 2, 3, 8
10:00	-	10:15	Break (Coffee)
10:15	-	11:45	Workshop Session V, Workshops 4, 5, 6, 7
11:45	-	12:00	Break
12:00	-	2:00	Luncheon and General Session-Royal I "Leadership Strategies for Community Services" Speaker: Dr. Max R. Raines Professor of Higher Education and Director of Kellogg Community Services Leadership Program Michigan State University East Lansing, Michigan
2:00	-	2:15	Break

2:15	-	3:45	Workshop Session VI, Workshops 1, 2, 7, 8
3:45	-	4:00	Break
4:00	-	5:30	Workshop Session VII, Workshops 2, 3, 4, 5

Friday, April 19, 1974

8:30	-	10:00	Workshop Session VIII, Workshops 5, 6, 7, 8
10:00	-	10:30	Break (Coffee)
10:30	-	12:00	General Session-Royal I "Beyond the Open Door-The Open College" Speaker: Dr. Edmund J. Gleazer, Jr. President American Association of Community and Junior Colleges Washington, D. C.

WORKSHOP SCHEDULE

Workshop 1 — Utilizing the Media for Community Services

Panelists: Dr. David L. Evans
Vice President for Academic Affairs
Valencia Community College
Orlando, Florida

Ms. Virginia Gentle
Director, Open College
Miami-Dade Community College
Miami, Florida

Workshop 2 — Assessing Community Needs and Evaluating Programs

Discussion Leader: Dr. Ervin L. Harlacher
Chancellor
Metropolitan District Community Colleges
Kansas City, Missouri

Workshop 3 — Outstanding Programs of Community Services: Part I

Panelists: Dr. Benjamin R. Wygal
President
Florida Junior College
Jacksonville, Florida

Mr. Thomas J. Krupa
Dean, Royal Oak Campus
Oakland Community College
Royal Oak, Michigan

Workshop 4 — Outstanding Programs of Community Services: Part II

Panelists: Ms. Carrie Meek, Director
Division of Community Services
Miami-Dade Community College
Miami, Florida

Mr. Robert Leonard
Executive Dean of Community Services
Brookdale Community College
Lincroft, New Jersey

Workshop 5 — Faculty for Community Services

Discussion Leader: Dr. Gunder A. Myran
Dean of Instruction
Rockland Community College
Suffern, New York

Workshop 6 — Special Programs for Special People: Part I - Senior Citizens; Women

Panelists: "Senior Citizens"
Dr. Richard Feller
Director, Area Agency on Aging
Kirkwood Community College
Cedar Rapids, Iowa

"Women"
Mrs. Beatrice B. Ettinger, President
Council of Continuing Education for Women
Valencia Community College
Orlando, Florida

Workshop 7 — Special Programs for Special People: Part II - Disadvantaged; Armed Forces - Veterans

Panelists: "Disadvantaged - Low Income"
Mr. Army Daniel, Jr., Director
Special Services Project
Alabama Agricultural & Mechanical University

"Armed Forces - Veterans"
Mr. Lee J. Betts, Assistant Director
Program for Veterans and Servicemen
American Assn. of Community and Junior Colleges
Washington, D. C.

Workshop 8 — Sources of Funding for Community Services

Panelists: Mr. Ronald W. Reinighaus, Director
Grants and Development
Valencia Community College
Orlando, Florida

Dr. Stephen R. Wise
Director, Special Programs
Florida Junior College
Jacksonville, Florida

Mr. W. Harvey Sharron, Jr.
Dean for Development
Santa Fe Community College
Gainesville, Florida

CONTENTS

Contents

Part I

GENERAL SESSION ADDRESSES

COMMUNITY SERVICES: ISSUES, CHALLENGES AND PERSPECTIVES

by

Dr. Gunder A. Myran
Dean of Instruction
Rockland Community College
Suffern, New York

Higher Education: A Grim Future?

It is somewhat typical today for presentations on any aspect of higher education to begin on a pessimistic note and, for good or ill, that is how I shall begin also. To paraphrase Robert L. Heilbroner in An Inquiry Into The Human Condition, the question that is emerging is this: is there any hope for higher education? There does seem to be such a question in the air, like the invisible approach of a distant storm, that exists in the minds of many more than it did a few short years ago. There is developing in higher education circles an oppressive anticipation of the future. Do current trends - declining enrollments, tight budgets, the closing of private colleges, public disenchantment - portend a grim future for higher education?

We in higher education seem to be unable to cope with striking new realities. Television, extensive travel opportunities, and better public schools are among the factors which have produced an American population which is more sophisticated socially and intellectually. Operating in an information-rich environment, they are likely to feel that the college campus is only one dimension of their total educational life. The result is that Americans are becoming skeptical of the value of life on

the college campus and are critical of what takes place in its classrooms and offices.

Margaret Mead once said, "My mother wanted me to have an education, so she kept me out of school." Today many are gradually becoming convinced that their faith in formal schooling (called the "new world religion" by Ivan Illich) is misplaced. Certainly the standardized form of education--rows of subordinate students facing one teacher in a classroom--is increasingly being considered obsolete and is under heavy attack.

Today the potency of the public schools and the universities is primarily under attack; seemingly the community colleges have remained largely unscathed to this point. But unquestionably the community college's day is coming. Many of the institutional forms in these colleges are replicated from universities and from secondary schools; academic departments and disciplines, term papers, degrees, quarters or semesters, credits, examinations, and academic rank. Yet, community colleges have always celebrated their flexibility and responsiveness to change; in all candor, we must admit that this flexibility is partly myth.

Add to this the fact that universities now seem to be scrambling to adapt all types of new approaches; external degrees, open or campus-free colleges, open admissions, three-year baccalaureate degrees, internships, tutorials, community service institutes, credit for life experiences, etc. Cherished contrasts between the elitist, traditional, dusty university and our egalitarian, modern, alive community college seem to be fading. There are clearly components of the community college that are as anti-adaptive as are components of other sectors of higher education.

Community Colleges at a Juncture

I am convinced that community colleges are at a juncture in their history, and that a future of greatness is not assured. The community college of the past was shaped largely by external events and pressures: population growth, technological advance, a booming economy, the failures of universities and other older institutions, and at least a surface trend toward egalitarianism and democratization in American society.

But I believe that the future will be less deterministic, that community colleges are being called upon for the first time in their history to shape their own future. I also believe that a failure of nerve, a failure to search and to dream, a failure to create viable images of the future could spell disaster.

In many ways, then, we may be looking at a grim future. At the same time, community colleges may be entering a new era of progress, a further maturing away from "Father University and Mother High School," as Max Raines has coined them.

Images of the Future

I believe that community colleges are entering a new era of progress, and that we can develop the skills and commitment to do what is necessary; to redefine what "college" really means in American society. I would like to discuss one image of the future of the community college which centers on such a redefinition - community-based education. This is a future we are beginning to invent and shape now. I supposed community-based education may be seen as a utopia, at least the community college's role in it, since it concerns itself with a socio-humanitaria ideal of the American community. But I am also pragmatic - my image recognizes

the apparent inability of man to direct his affairs toward the ideal of the good society. I mean to project an image of the future which will have mass appeal and can become ingrained in the forward strivings and active aspirations of community college people. Fred Polak defines images of the future as condensed and crystallized expectations prevailing among people. Speaking of earlier images of the future, he says:

> These images of the future not only reflected the shape of things to come in the present, but they gave shape to those things and promoted their very becoming. The images of the future and their prophets were writing the history of the future - they made history by creating this future and by fulfilling their own prophesies. They were like powerful time bombs, exploding in the future, releasing a mighty stream of energy flowing back to the present, which is then pushed and pulled to that future.

The image - the time bomb - that I project is that of community-based education as the ideal future of the community college. I also see community-based education as the next generation, the next phase, of community services development in the community college. Indeed, community-based education is the concept that will complete the definition of community services in the community college.

It is important to note that community-based programs are seen as the future in other fields as well. In the mental health field, for example, the trend is away from institutional care to home or group home care. In medicine, there is some movement back to the family doctor or general practitioner. In corrections, there are a number of experiments with community-based alternatives to prisons.

Community-based education is certainly not the only future available to the community college. As I said, I believe the future will be less deterministic, and so we no doubt have a variety of alternative futures in addition to community-based education. Of course, none of these futures is possible in pure form; they overlap

considerably. But to help us visualize these alternative futures, we might project these pure forms or ideal types:

1. The Academy or Fortress College: Emphasis on a free-standing or campus-based approach to classical arts and science curricula.
2. The Vocational/Technical Institute: Emphasis on campus-based career-oriented curricula.
3. Socialization Center: Emphasis on student development, human potential seminars, social and vocational counseling, cultural and recreational activities, and developmental or remedial programs.
4. Learning Resource Center: Emphasis on mediated instruction, audio-tutorial devices, behavioral objectives, and systems approaches to learning.
5. Community Based College: Emphasis on a community rather than campus orientation, including new mixes of college and community resources, physical spaces, clientele, and experiences.

If we can accept for now the notion of pure forms or ideal types, we can examine why it is important to crystallize on one image of the future, at least one image at a time. George Odiorne has said, "If you don't know where you are going any road will get you there." No doubt he learned this from the Chinese proverb: "If we don't watch where we are going, we are likely to end up where we are headed."

The thought leaders and key influentials in community colleges have a responsibility to generate images of the future that have appeal and can inspire the general population. If the best we can do is, "we want to be all things to all

people," we are probably in trouble. Of course, there may be some merit to the "Silent Cal" approach. Mark Twain said that Calvin Coolidge never told Congress what he wanted, so they never knew how to vote against him. That is sometimes the safe and even the best route. If you advocate a certain future for the community college, you risk indifference, resistance, or rejection of your idea by others in the field.

But I think that proposing one specific image of the future has at least the advantage of improving our communication. It takes less time for me to tell you about my concept of community-based education than to tell you what I mean by "all things to all people." I think it was Will Rogers who said that the person who sits on the fence usually takes a long time to explain his position. So I will play the role of an advocate. I believe that the time is right for the community college to become the basic social instrumentality for community-based, democratized, universal higher education.

In the book, The Soft Revolution, the authors write about using judo in changing an institution. The idea in judo is to use the other person's strengths - his leanings - to accomplish your objective. Today, with declining enrollments in many colleges, tight budgets, disenchantment with the social role of colleges and universities, more and more administrators and faculty members are leaning toward a reinterpretation of what colleges really mean in our society. I think the opportunity for leadership is being created and that we have the opportunity to move strongly in the direction of community-based education in the 1970's.

A Description of Community-Based Education

I see community-based education as a future of the community college emphasizing the incorporation of community resources into the learning process,

the merger of work and other educative life experiences with classroom learning, the utilization of community agencies and institutions as experimental learning centers, the creation of physical spaces which mix in new ways college and community activities, the use of community experts as mentors and tutors, the identification and development of natural groupings of students such as those employed in larger institutions, and the development of programs which benefit the community as well as the students. The clientele of community-based education will include women, senior citizens, persons employed in community institutions or agencies, the blue-collar worker, handicapped persons, institutionalized persons, as well as the conventional 17-21 year old full-time student.

Alan Pifer, speaking at the recent AACJC convention, called upon community colleges to become primarily community services agencies - to form educational networks with high schools, social agencies, and other community institutions, and to take the leadership in the reconstruction of human communities. He called upon community colleges to move away from the effort to acquire the symbols of academic prestige that seem to so preoccupy academic men and women, and to take on new social roles. Pifer envisions a future for the community college we are now calling community-based education.

Community-based education envisions a future in which the college is the instrumentality that weaves the educational fabric of the community into a whole. In this vision of the future many life experiences will be seen as educative: work, personal or informal study, military or industrial training, etc. The students of this college will include the working adult who mixes in new ways work and study, the full-time student who is motivated to mix learning and direct service to his community, the older person who wishes to re-enter the educational sphere for

personal enrichment or vocational upgrading. The faculty of this college will include professional educators who have strong discipline backgrounds in either liberal arts, sciences or vocational education areas; these professors will also be expert curriculum developers and will have a commitment to the "pedagogy of experiential learning." The college will also draw upon the rich and varied resources of persons in the region who are practitioners and can complement the more abstract and theoretical orientation of the college professors involved. The curriculum of this college will spring from experiences in the community as well as in the classroom. Students will learn to cope and grow in the community arena in which their futures will be shaped. Students will become recorders and analysts of community problems, collectors and analysts of ethnic literature, folklore, customs and music, and consultants or interns for community agencies and groups. Students will be placed in a position of seeing the consequences of their actions; the college will emphasize a social ecology in which community and individual values and activities interact in productive ways.

John W. Gardner, speaking at the 1968 Cornell University commencement exercises, described the essence of what I believe should be the outcome (in addition to desired vocational and leisure-time competencies) for students in community-based education programs:

> "In short, men must be discriminating appraisers of their society, knowing coolly and precisely what it is about society that thwarts or limits them and therefore needs modification. And so must they be discriminating protectors of their institutions, preserving those features which nourish and strengthen them and make them more free. To fit themselves for such tasks, they must be sufficiently serious to study their institutions and sufficiently dedicated to become expert in the art of modifying them."

A Transition to Universal Education

Martin Trow suggests that American higher education is going through a transition from elite to mass and subsequently to universal access. Elite higher education is, of course, concerned primarily with shaping the mind and character of the ruling class as it prepares students for broad elite roles in government and the learned professions. By mass higher education, Trow still means elite education but for a broader range of elites including, for example, the leading strata of the technical and economic organizations of the society. By universal higher education, Trow means those efforts of colleges to help the entire population to adapt to a society whose chief characteristic is rapid social and technological change.

Universal higher education does not mean that more and more persons will enter college to earn a college degree - that will be only one option in this form of education. Universal education is more concerned with extending higher education vertically into the class structure, and horizontally into a broad range of social, economic, and political activities of our society. I think the helpful insight here is that community services in the community college is a form of universal education - a grass roots collegiate form that is the instrumentality by which the community college is making the transition, not from elite to mass education, but from mass to universal education. When the transition from mass to universal education in the community college nears completion, I would envision that it will be as natural to think about the work-study week as we now think about the work week. Adults will then move easily in and out of learning experiences of varying lengths, and in various places throughout the community.

Examples of Community-Based Programs

Community-based education may be illustrated by several ongoing programs sponsored by community colleges across the country now. As the programs are listed, note that it is difficult to decide whether these are sponsored by a community services division or by a specific academic department of the college. This, I think, will be a characteristic of these programs - they do not fit neatly into existing academic categories and yet are becoming central functions of the community college involved.

Brookdale Community College in Lincroft, New Jersey, established a career services center which makes career counseling and information available to all persons in the community. Clakamas Community College in Oregon City, Oregon, is one of several community colleges operating a Retired Senior Volunteer Program which provides transportation and expense money for older persons willing to offer volunteer services in their community. New York City Community College offers a prevocational education program, which includes literacy skills, instruction and career counseling in the Brooklyn House of Detention. Miami-Dade Community College is one of a number of community colleges now developing and offering television courses. Atlantic City Community College, in cooperation with the Atlantic City Medical Center, offers comprehensive health services to its students and citizens in the surrounding area; this project includes a health education and family planning component. Community College of Denver offers students college credit for volunteer services in such areas as housing, mental health, child abuse, youth services, and probation counseling. Jackson Community College in Jackson, Michigan, developed a program in which student counselors spend time in the community working with minority and low income people. Several community

colleges, including Valencia Community College in Orlando, Florida, are developing open colleges or open campus through which citizens can earn college credit for independent study projects, conventional college courses, internship experiences with those with expertise in the community. Alice Lloyd College in Kentucky has college students involved in the collection of oral history of the Appalachian area. Honolulu Community College operates a multi-purpose senior center which provides a full scale of educational, vocational, and recreational services to older persons. Tarrant County Junior College in Fort Worth, Texas, offers a training program to local business and industry which includes analysis of a company's training needs, and tailors training programs to specific pre-job or upgrading needs.

Supportive Trends in Higher Education

There are a number of emerging trends in our society and in higher education which suggest that community-based education is a feasible and viable image of the future of the community college.

First of all, population trends suggest the need to change our perspective regarding the clientele of the community college. U. S. Census Bureau figures indicate the following population trends between 1970 and 1980:

Children and Teenagers:	From 77.2 million to 81.0 million, up 5 percent
Young Adults (20-34):	From 44.0 million to 59.3 million, up 35 percent
Younger Middle-Age Group (35-49):	From 35.1 million to 37.1 million, up 6 percent
Older Middle-Age Group (50-64):	From 30.1 million to 32.5 million, up 8 percent

People 65 and Over: From 20.6 million to 24.1 million, up 17 percent

Lifelong learning is an important part of the philosophy of community-based education; these figures suggest that numeric increases in adult population groups will require that lifelong learning concepts be implemented as a matter of social urgency.

In his book, Problems in the Transition from Elite to Mass Education, Martin Trow examines long term social trends that can reasonably be expected to continue during the next several decades. He describes three basic trends which are consonant with community-based education:

1. Growth
2. Democratization
3. Diversification

It may seem strange to talk about growth as a long-term development in the face of declining enrollments in some colleges today. Actually, as you no doubt know, community colleges across the nation experienced a 17 percent enrollment increase last fall - which is significant reason for the decline experienced by some four-year colleges, particularly private colleges. Even so, the declining birth rate insures that in the long run the traditional clients of the colleges - the 17-21 year old - will not be the group that brings about future growth. The new clientele will be adults. I agree with Martin Trow that no highly industrialized society can stabilize the numbers involved in some form of higher education any time in the near future. It is still clear that people who are involved in post-high school educational programs increase their chances of making their lives more secure, more interesting, and better paid.

Trow also sees a trend toward democratization: a continutation of the weakening of traditional social distinctions in our country, and the continued extension of social and economic rights to broader sectors of the community. The forms and functions of higher education, says Trow, will continue to diversify and broaden. Students will bring to us a greater variety of interests and aspirations, which will result in a diversity of educational programs or delivery systems, and more emphasis on adult or lifelong education.

I will mention one more relevant trend - it is actually a reversal of a long term social trend - and that is a movement away from education in our society as a specialized role of schools and colleges. I will call this trend the changing social role of higher education. During the past several decades, the trend in America has been to socialize our young through differentiation - assigning each aspect of the socialization process to a specialized institution. So, whereas the entire community once shared in the educational process - family, neighbors, relatives, church, shop, factory, school, college - this function became over time the nearly exclusive province of schools and colleges. Today, however, there is some evidence that this trend is reversing, which indicates that society will no longer see schooling and education as synonymous. It is possible that the community college will no longer play an exclusive educational role in the community, but rather will be as I said earlier, the agency which weaves the fabric of education together wherever it takes place or in whatever form.

Issues

Now that we have examined some concepts and structures which would activate the dream of a truly egalitarian and community-based institution, let us examine those issues and forces within our own institutions which could either

destroy or blunt the dream. There are many issues which merit discussion: standards and quality control for some of the new instructional approaches, the need for staff development programs through which present community college faculty members could develop skills in community-based education (a pedagogy of experiential learning, if you will), and the need for research on good practices or developmental factors in community-based education. However, I would like to focus on two other issues that I consider to be central and pivotal. These are:

1. Administrative structure and style
2. Egalitarianism

The present organizational structure of most community colleges involves a differentiation in roles between academic programs and community services. Although academic and community services administrators often report to a single administrator, so that there is an appearance of unity, it is usually true that college departments are organized along traditional discipline lines more suited to the transfer role of community colleges than to community services. This neat design was well suited to another time when the prime social role of higher education was to prepare scholars in the various disciplines. I really think that the administrative structure of most community colleges is based on a different consciousness, a different institutional style and climate, a different time. It is a form that assumes a degree of isolation from the real world, a rather simple and predictable future, and a student body content to worship at the throne of academia. I don't think that this will wash much longer. An institution that doesn't structure itself to make possible more direct links between what is happening in the community and on the campus will increasingly find itself without social utility.

My basic point is this: the educational needs of society today are far too complex for an administrative structure which places administrators and faculty members in discreet boxes or shafts, whether called community services, instruction, and student personnel; or psychology, math, social science, and English.

Harlan Cleveland, in the September/October 1973 issue of Center magazine ("The Decision Makers") outlines these characteristics of the executive of the future:

1. Executives of the future will show more talent for many-sided consensus than for two-sided debating, and they will develop a taste for ambiguity.
2. The future executive will have the optimism of the doer, unwarranted by the experience of others but justified by his own determination to organize a future with a difference.
3. As one of society's style-setters, each public executive will need to develop a personal sense of direction, together with a personal sense of responsibility for the situation as a whole.

A very important fact for administrators, according to Cleveland, is that their decisions are becoming more public. In the future, the executive will be required to make more decisions, and many of them will be of public importance. And the complexities that surround these decisions will be such that no one person in a large organization can be fully in charge. Decision-making will become a process of brokerage both inside and outside the college. This will be necessary simply because no one person will be able to know all of the connections between the parts and all the relations between the people affected by the decision.

There is no question in my mind that this is the type of executive we will need in the community-based college: one who is a skilled and mature decision maker--yes--but also one who is skilled at consultation and brokerage both inside and outside the institution. Present hierarchical relationships within the college will of necessity become more collegial, consentual, and consultative.

The second major issue is egalitarianism. Woody Allen gave us one version of egalitarianism when he said that, at Interfaith Summer Camp, he was viciously beaten by children of all races and religions! In the community college, we usually associate egalitariansim with the open door. Community-based education, which is based on serving new and non-traditional college clientele, depends heavily on a commitment to the open door philosophy. Thus a tendency in community colleges to emphasize elitist programs would be an issue for community-based education.

In many community colleges, the open door is at least partly a myth. The process of selection simply shifts from the admissions office to the classroom:

> You let 'em in
> And we'll flunk 'em out,
> Then they'll learn
> What life's all about.

A 1972 study by Richard Peterson, in which he administered the Educational Testing Service's Institutional Goals Inventory to 116 colleges in California, indicated that community college professionals felt egalitarian goals were over-emphasized. This finding is substantiated by David Bushnell's 1971 study for AACJC's Project FOCUS. Community college faculty members included in the Bushnell study perceived egalitarian goals as presently being ranked by community colleges second in a list of 12 institutional goals, whereas they felt that this goal should actually be lowered to seventh place. The question here - the issue - is

whether the community college will commit itself to becoming a truly egalitarian community-based institution - which is now becoming the condensed and crystalized expectation of people - or whether it will simply imitate the mistakes universities and colleges have already made.

In Closing

Seymour Eskow, speaking at a conference at Rockland Community College (Suffern, New York), said:

> "At all times in the history of man there have been major and minor prophets calling us to greatness. If we hear their calls we respond first as individual men and women, lifting up our eyes and changing our minds and our hearts and our directions. Most of us also believe that history has taught us that uplifting the individual is not enough, that the prophet must find a priest to build a church, that the vision of the new faith will blur if it does not find a new form, that schools and courts and political parties and churches--all human institutions--are attempts to memorialize a vision, to house a dream, to be a response to a call to greatness."

Those of us in this room are not, by and large, the prophets. Our prophets are those who dreamed of a nation based on democratic principles, and those who saw education as one of the pillars upon which the dream would be founded. We are the priests, the builders, the carpenters. It is our task to house the dream.

I am not sure that we hear the call to greatness. Carl Frederick distinguished between the propaganda of the act and the propaganda of the word. Those of us in higher education are generally quite talented and experienced with the propaganda of the word; we are usually very verbal and articulate. But what about the propaganda of the act? In our actions, we can design the future of the community college now. Through the programs we develop today, we can explode that time bomb in the year 1980 or the year 2000, and release a mighty stream of energy flowing back to the present, which will then push and pull us to that future.

Norman E. Hearn, in the February 1972 issue of the Phi Delta Kappan ("The Where, When and How of Trying Innovations") wrote:

> "The where, when, and how of trying innovations are governed by the unwritten code that it is better to do unto others than it is to do unto thyself. That is, most people are hot to change the world but are reluctant to change themselves."

I suppose that is what a conference like this is all about - an opportunity to examine not only our institutions but ourselves - to find out whether we are hot to change the world but reluctant to change ourselves.

In summary, I have tried to say:

1. That we will have to recognize the weaknesses of our present higher education system and draw lessons from them.
2. That we will have to become more skilled in examining future trends and inventing and discussing images of the future.
3. That we will have to learn to shift from viewing ourselves as one of the exclusive educational agencies in the community to viewing ourselves as the one that weaves the fabric of education throughout the community together - that becomes an agent of universal higher education.
4. That we will have to examine our present administrative structures and administrative style, and most likely develop more horizontal approaches.
5. That we will finally have to decide whether we truly intend to become a democratic and egalitarian institution - the people's college.

Thank you for your attention, and best wishes for a successful and rewarding three days here in Orlando.

PROVIDING A COMPREHENSIVE PROGRAM OF COMMUNITY SERVICES

by

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Every time I am asked to speak on the topic of community services, I am reminded of the time when a group of Temperance Ladies visited Sir Winston Churchill to protest the Prime Minister's devotion to alcohol. "Why, Mr. Churchill," one lady told him, "if all the brandy you've drunk were poured into this room, it would fill up to here." She held her hand halfway up the wall. Churchill shook his head. "So little accomplished, so much to do," he said sadly.

Indeed, if all the words I personally have said or written about community services were poured into this room, I would be standing at least knee-deep in them. And still there is so much to do! Although most community colleges today claim community services as one of their major functions, too few are actively engaged in developing that function to its fullest potential. Yet, it is that very potential--its unusual services to the community--that makes an institution a community college.

Those of you who heard Alan Pifer speak in Washington last February heard him suggest that the community college should devote its major efforts to community restoration. These words are consistent with AACJC's new emphasis on community-based post-secondary education. With this admonition, I couldn't

agree more. The question is: other than through providing expanded access to higher education as most of us are now doing, how can this mission be accomplished?

I believe through the original nontraditional approach--the comprehensive program of community services--not the haphazard, one-shot offerings that are intended to meet ephemeral community needs or desires, but well-conceived, carefully developed learning experiences--formal and informal--that are designed to facilitate individual self-renewal in perpetuity.

Now, before you reject in hand my thesis that the program of community services is what contemporary nontraditional education is all about, it would be well for us to examine the concept of nontraditionalism.

Nontraditionalism is more a phenomenon of methodology than of content. It is designed to minister to student bodies exclusively of college age and experience and background. Its most basic tenents provide: (1) that the student should have responsibility for, and authority over, his own education; (2) that a student's education should be directed toward the acquisition of competencies rather than the accumulation of credits; and (3) that the "traditional" limitations of time and space should not constrict student development. It can be carried out on a formal campus, or on no campus at all. It can provide college credit, or no credit at all. It stresses student determination of his own goals, identification of how he proposes to reach those goals, and methods of evaluating how well he is progressing. But it also provides for competent teacher supervision of all his activities in the process of acquiring his education. It allows for flexible grouping and scheduling, independent study, continuous progress curricula, hands-on

experience, and community internships. Nontraditional education also provides for instruction by persons who perform--not merely by persons who teach.

Expanded access has resulted in a new breed of student. People from all walks of life and many different age levels have been enabled to take advantage of almost unlimited learning opportunities designed to fulfill desired, useful needs through a new and unique type of education which might otherwise not be available to them.

A basic assumption of expanded access is that every person in the community has a right to education beyond the high school level. In a democracy education is not a privilege for the wealthy or for an intellectually elite group.

But who are these new students?

They are ...

1. Those previously branded "unfit" for higher education.
2. Those on the outside who had even forgotten that they wanted to get in.
3. The dropout, the below-average high school graduate, the adult who "had his chance and muffed it."
4. Those John Locke had in mind when he said, "The people shall judge."
5. And, people like those who founded this country--people judged on performance, not on their opening handicaps.

Who are the new students? They are the people of all ages, creeds, races, backgrounds--the common man--those who make democracy work--or not work!

Although most community colleges today are facing <u>new demands</u> from <u>new students</u> in the marketplace, they are still attempting to meet these demands in the same old shopworn ways.

We educators, I think, get caught up in our own rhetoric. We have been talking for years about fostering a concern for excellence and a desire for life-long learning--assuming, I suppose, that a nudge in the right direction is all a student needs to develop these desirable characteristics.

But we seem to forget that "lifelong learning" is an experience of daily living, whether conscious or subconscious, and that without stimulating an awareness of this fact so that students can benefit from observing everyday happenings, attempts to foster a desire for it can come to very little. We seem to forget the fact of individual differences and that what "excellence" means to one student falls far short of what it means to another.

The community college must reject its "Black Coffee Syndrome" and begin utilizing nontraditional approaches if the needs of these new students are to be met.

What do I mean by "Black Coffee Syndrome?" In most colleges, we can find in the Student Union vending machines that offer us the choice of black coffee, coffee with sugar, coffee with cream, coffee with sugar and cream, coffee with two lumps of sugar, coffee with double cream, etc; yet when we enter the class-rooms of that same college, we're all served the same black coffee. These colleges fail to recognize the principle of human diversity--so critical in the open door community college--and perhaps best illustrated by the following fable:

"Fable of the Animal School"

> "Once upon a time, the animals decided they must do something heroic to meet the problems of "a new world," so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming and flying, and to make it easier to administer, all the animals took all the subjects.

The Duck was excellent in swimming (better in fact than his instructor), and made passing grades in flying, but he was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming to practice running. This was kept up until his webbed feet were badly worn and he was only average in swimming. But average was acceptable in school so nobody worried about that except the Duck.

The Rabbit started at the top of the class in running, but had a nervous breakdown because of so much make-up work in swimming.

The Squirrel was excellent in climbing, until he developed frustration in the flying class where his teacher made him start from the ground-up instead of from the tree-top down. He also developed charlie horses from overexertion and then got C in climbing and D in running.

The Eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, an abnormal Eel that could swim exceedingly well and also run, climb, and fly a little had the highest average and was valedictorian.

The Prairie Dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their child to a Badger and later joined the Ground Hogs and Gophers to start a successful private school."

The moral of the fable is, of course, that people are different, and any attempt to fashion all in the same mold rather than capitalizing on individual strengths and potentialities could result in overall mediocrity. Individual talents could go unrecognized, untapped, and undeveloped.

Man's individual life here and now, as Ortega Y Gassett observed, is the basic reality. The search for "absolute truth," which the universities have been conducting since time immemorial can be written off as irrelevant to this "new student." His concern, and his perspective, are likely to be: "I am I, and my circumstance."

Of course since its inception, the community college has had for its prime purpose helping each student so to change his "I" and his "circumstance" that he might achieve the American dream of upward socio-economic mobility through further education. Indeed, had this not always been its goal, it would have been forced to accept it when the notion of "universal higher education" was advanced more than a quarter-century ago, in the apparent belief that having access to further education would eliminate the dual historical patterns of class-based tracking and of educational inflation--that process by which the educational system expands without narrowing the relative differences between groups and without changing the underlying opportunity structures. Such, as time has demonstrated, is by no means the case, and the endeavors of even the community college to provide expanded access have resulted primarily in perpetuating a partially instructed society--not in creating a total learning society.

Whether or not we are willing to admit it, the community college today is still primarily college-based and faculty-based--not community-based and very little has been done to change its credential orientation. Though we have generated much rhetoric about developing the individual to his fullest potential, it has usually been in terms of his ability to attain an A.A., A.S., or A.A.S. degree. We have not seriously considered learning from the point of view that an individual finds joy and satisfaction in knowing more today than he knew yesterday, even though what he has learned does not qualify him for a specific degree. The thesis that 95 percent of all students can master learning probably has merit. The question is: can that same percentage master all of the tasks we say one must master to be eligible for a degree? For those who cannot, how does the "people's

college" prepare more enlightened citizens to make better decisions in accordance with the premise that "the people shall judge?"

I think, at this time of protean growth and change in educational history, newer designs and aspects of a different kind of college are necessary if we are to achieve the wholesome objectives required in a rapidly changing and much harassed world.

The community college must reconstitute itself as a community-based institution that stresses community service as the cornerstone of every curriculum--for service and knowledge are the handmaidens of community restoration and renewal. And, by way of illustration, I would like to share with you what we propose to do in Kansas City.

For several years (prior to AACJC's adoption of its community-based, performance-oriented mission), I have been talking and writing about a concept which I have called the "Community Renewal College." The concept as originally propounded, perhaps focused too much emphasis on the community as a whole rather than the individuals who comprise it; obviously a community tends to decline, and thus be in need of renewal, only as personal obsolescence grows. Because of this, focus should be on human renewal rather than on rejuvenation of the more global entity. Whatever the case, I should like to acquaint you with some of the principles underlying our rethinking of the Community Renewal College concept, vis-a-vis its implementation as a fourth college of our community college District.

As I envision it, the Community Renewal College, unlike many four-year colleges and universities, will place higher value upon the individual than upon the institution, believing that the higher the degree of individual self-realization,

the greater will be the well-being of society at large. Society is only as great and as good as the individuals who comprise it and the Community Renewal College, therefore, will place highest priority on enriching the lives of all of its constituents.

A new social invention, at least in some of its aspects, the Community Renewal College will be in fact--not just in name--a "people's college," unconfined by any campus, decentralized and flourishing in every corner of the real world of its community. It will have as its mission helping individuals to grow and develop in a variety of ways; helping them to reach maximum employment; helping them to acquire the skills, attitudes and knowledge to restore and improve their neighborhoods; helping them to reach the enlightened judgments so critical to our society; helping them create a learning society. It might well be the only place in our communities where all of the children of all the people will meet and mix and meld. It will bring younger and older learners together so that the premises, many of them false, that now bolster the generation gap might disappear. It will reach into every corner of our communities, touch every citizen, rejuvenate community pride, lift the educational achievement for all of our people and their children. And, it will serve as a change agent for the betterment of life conditions at the local level.

My recent move from the presidency of Brookdale Community College in New Jersey to the chancellorship of the Metropolitan Kansas City Community Colleges now makes it possible for me to develop further some of the practices tried out and found worthy at Brookdale--programs that gave birth to the Community Renewal College idea. With emphasis on defined competencies and student-college educational pacts that attempt to ensure student achievement of those competencies,

it should be possible to bring further education to more people than has been accomplished so far and thus to validate the concept of "universal higher education." It is therefore our goal at Kansas City to develop in due course an open community college--as a fourth college of the District: a Community Renewal College; a college that exists without a formal campus; a college that has established a network of learning sites that offer both formal and informal learning opportunities; a college that utilizes a faculty, not solely of academically credentialed individuals but of community personnel with demonstrated expertise in their several fields of endeavor, thus making the entire District a laboratory for learning; a college that emphasizes multimedia, multimodal, self-instructional learning systems--recognizing that what is learned is more important than what is taught.

As a first phase of this undertaking, we have just established a District Institute of Community Services which consolidates, and will expand, all existing community services programs and activities offered independently by the District colleges. Our District which serves four counties in the metropolitan area represents regional government, and the problems associated with metropolitan growth and development are not confined to single subdivisions. Community restoration, which is at the very heart of the community services concept, requires a comprehensive and flexible approach, which is not possible when the community services functions are assigned to separate, somewhat autonomous colleges in a metropolitan area. But whether a district is a single-campus or multicampus one, the underlying principle remains the same: the community college, to be effective, must be community-based and must achieve at least four major objectives:

(Community Dimension)

1. Become a center of community life by encouraging the use of college facilities and services by community groups.

2. Provide for all age groups educational services that utilize the special skills and knowledge of the college staff and other experts and are designed to satisfy the requirements of community groups and the college district at large.

3. Provide community enterprise with the leadership and coordinating capabilities of the college, assist the community in long-range planning, and join with individuals and groups in attacking unsolved problems.

4. Contribute to and promote the cultural, intellectual, and social life of the college district community and the development of skills for the profitable use of leisure time.

This is a large order; but it can be handled effectively. Kansas City's new Metropolitan Institute of Community Services will be responsive to community needs which do not fit into the traditional academic programs of the three existing colleges of the District. Needs such as these:

1. Some individuals need specific job training in order to get work.

2. Some individuals need access to specific education in order to win promotion within their existing jobs.

3. Community groups and organizations often need educational programs designed specifically to meet organizational needs.

4. Individuals seek education as a means of enriching their personal lives.

Operating as a consortium effort of the three colleges with a policy board composed of the three presidents and the chancellor, the Metropolitan Institute will utilize three types of delivery systems in meeting community needs:

1. Programs and services operated directly by the Institute.

2. Specific programs and services operated by the colleges under a contract with the Institute, with the Institute serving as broker between client and college.

3. Programs and services permanently assigned to the college, with the Institute serving as coordinator.

In all instances faculty from the three colleges will be utilized extensively under special contracts, in addition to the utilization of community personnel.

Charged with taking the college to the people, the Institute will shortly begin the discharge of its duties by establishing learning centers throughout the district in the community where the student lives--in close proximity to his home, where students can meet with their advisors or instructors: in libraries, churches, school buildings, community centers, private homes, parks; and business, industrial, governmental, and welfare organization offices. Here, too, persons seeking noncredit learning experiences will be serviced by short courses, seminars, lecture series, film showings, and the other vehicles with which community services have been identified in the past. The aim will not necessarily be to move attending students toward a degree, although this will be an available option. The main purpose will be to help students define their competencies--both those they already have and those they want to develop--as effective human beings: personally, communicatively, vocationally, and recreationally. The overall goal will be to teach them how to learn so that, more than merely fostering a desire for lifelong leaning, we may give them the tools by which to translate that desire into lifelong actuality.

It is also the goal of the new Institute to establish community learning centers similar to the one developed at Brookdale. Located in the heart of one of Monmouth County's largest black and Puerto Rican communities, the center is probably Brookdale's most unique community services program. It concentrates

on counseling, college-prepatory courses, even college courses for community residents who have economic and educational deficiencies. It provides the nucleus around which we hope to expand in Kansas City the Brookdale version of community services.

At the community center, educational services tailored to the needs of community individuals are provided. There, community members gain useful skills and equip themselves for more than one vocation. There, they receive consumer education, better understanding of their rights in and relationship to law enforcement, training in basic learning and communication skills, and the high school equivalency diploma. There, nearly 500 individuals, many of them high school dropouts of many years' standing, were serviced last year through the General Education Development and English-as-a-Second-Language programs.

It isn't the degree people who pass through the Brookdale learning center are seeking: it's personal upgrading and performance skills. Some do enter degree programs, but more find their niches in the world of work, safe in the knowledge that the doors of the center will always be open when they are again in need of human renewal.

I am not denigrating the value of the degree. What I am suggesting is that informal education also plays an important role on the stage of many people's lives. Obstacles that prevent an individual's traveling the degree route don't necessarily prevent his learning, and it is in this area that community services make their greatest contribution.

But establishing a comprehensive program of community services is by no means all smooth sailing. Several major problems must be overcome if com-

munity services actually are to be extended throughout a college district--matters such as identifying community needs and interests, educating some segments of the public to their own needs, acquiring status within the organization, working in cooperation with other community agencies, securing a sympathetic hearing from administration and faculty, providing a full-time staff to administer and supervise the programs.

The recommendations I am about to proffer do not relate specifically to each of these problems. But I think you will see from the illustrative cases I shall cite that they do provide a broad framework for developing an over-all community services program that will be rewarding to both college and community. Because all districts may not be able--or even wish--to replicate what we are trying to do in Kansas City, the recommendations are general rather than specific and can also be found in the Community Dimension.

In the first place, a college must develop aggressive, multiservice outreach programs, designed to extend its educational services throughout the entire community. This involves working closely with community agencies and leaders to determine what they perceive to be needs and desires of the citizenry.

Responding to the needs of business, industry, professions, and government in the Metropolitan Kansas City area for employee self-improvement and upgrading of skills and knowledge, the Metropolitan Institute of Community Services has launched what has the promise of becoming one of the most extensive in-plant in-service training programs in the country. Operating under the Institute's new Career Development Services Center, the program includes an associate degree program in electronics at Western Electric for approximately 75 students; an

associate degree program in nursing management at St. Luke's Hospital for 53 registered nurses; an associate degree program in heavy equipment maintenance at the Missouri Fire Academy for 62 Kansas City employees; an eight-week session in supervision at Pfizer Chemical Company for 14 supervisors. Other in-service programs will soon be operational with 18 additional agencies, including three with the City of Kansas City, Missouri in the areas of trash truck operation, secretarial, and street light maintenance. Others cover registered nursing refresher, secretarial, and nursing supervision for three area hospitals, respectively; occupational and liberal arts courses for some 1200 inmates of the Fort Leavenworth Discipline Barracks; management and foreign affairs courses for noncommissioned officers at Richards-Gebaur Air Force Base; and credit and noncredit programs in secretarial science, drafting, insecticide certification, franchising and financial record keeping, programmed learning for small businessmen, retail sales, appraising, industrial management, familiarity with provisions of the Occupational Health and Safety Act, and banking for such diverse agencies as: telephone company, engineering firm, Federal and state groups and associations, Goodwill Industries, chemical company, and motor truck company.

My second recommendation is that community colleges place increased emphasis on community education for all levels and all groups. Though the president of a chain of private employment agencies recently expressed the belief that "there are enough jobs for everybody," and has produced rather conclusive evidence that his claim can be validated, there still remains an appalling number of American youths and adults who are unemployed.

Two Penn Valley Community College programs taken over by the Metropolitan Institute, the Career Center and Veterans programs, respectively, emphasize job training and upward mobility. People who want to work, are helped to get jobs:

1. By providing personal and vocational exploration opportunities.
2. By providing career-oriented educational experience.
3. By providing occupational training.
4. By providing credentials (h. s. certificate, G. E. D.).

Because it has been demonstrated that there is no one way in which all people learn, my third recommendation is that community colleges utilize a greater diversification of media in meeting community needs and interest.

All of us are familiar with Chicago's TV College and the use of FM radio for educational purposes by Milwaukee Institute of Technology and Long Beach City College. My own District plans to ultimately use educational television in the fourth college as another means of providing for the people of metropolitan Kansas City expanded access to further education.

But diversification of media doesn't mean just technology. We must not overlook the wide variety of programs offered by Brookdale Community College: These range from offerings of the Women's Center to "Pit Stop," a course for laymen in automotive repair, to lip reading and sign language for the deaf, to real estate principles, to an Institute of Interreligious Studies. Others include a program of marine biology and environmental studies at Sandy Hook for elementary and secondary pupils and their teachers; a sportsmen show; cultural tours and exhibits; community theatrical workshops; and the establishment of a community symphonic band.

Since the conditions of life within a community are vital factors affecting its well-being or obsolescence, a fourth recommendation must be that the community college increasingly utilize its catalytic capabilities to assist the community in the solution of its basic educational, economic, and social problems

An excellent example of implementing this recommendation is found right in my own District. We just recently entered into a contract with the Street Academy, a nonprofit bootstrap corporation formed by four inner city young men for the purpose of working with disadvantaged black youth in the Kansas City inner city, to provide counseling and administrative service. Ultimately the Street Academy will become a part of the Urban Outreach Center of the new Metropolitan Institute of Community Services.

A storefront operation directed toward dropouts who lack motivation to return to school, the Street Academy now enrolls some 222 youth. Activities include "The Ghetto Workshop" (GED), "Black Moods" (creative art), "Check Yourself" (health), "Express Yourself" (black history, black culture and black awareness in game situations), "Write On" (journalism), "Respect Yourself" (poise and grooming), "Sock It To Me" (brothers baseball), "Black Anxiety" (creative dancing). Counseling and video tape workshops are also available.

My fifth recommendation--namely, that the community college promote the cultural growth of the host community has been implemented in greater or less degree in most college districts.

An editorial in Tuesday's edition of Brevard County's Today illustrates the merit of this recommendation. Referring to Brevard Community College's new 1200 seat amphitheater, the editor says: "Brevard Community College with

its ever-expanding role in the educational life of the county, continues to demonstrate the results of its administrative and faculty dynamic leadership."

While most community colleges have provided cultural enrichment--exhibits, lectures, theater, concerts; they have participated in community development and human resource training programs; and they have offered to small groups of citizens short courses, seminars, workshops, conferences, that meet short-term needs; most of these same colleges have made little effort to put together coordinated learning experiences, integrating the formal with the informal, and directing those experiences toward improving the cultural milieu of the entire district.

It was to eliminate this piecemeal approach not only to cultural enrichment but to the total community services program that prompted us in Kansas City to consolidate all such programs in one Institute, where the organization can assume a character of its own. What we hope to develop is an organization dedicated to the proposition that human renewal--the individual upgrading of every citizen within our District--is its primary and overriding purpose; that rejects the notion that an individual's ability to accumulate credits is the ultimate measure of his worth; that fully discharges its obligation to help every member of the community to acquire the basic skills and understandings necessary to effective functioning in a world at flux; and that revitalizes efforts to generate a sense of responsibility for the future. It is the Institute's goal to make possible for everyone its services touch, what Alfred North Whitehead has called "the acquisition of the art of utilization of knowledge."

It's obvious from the foregoing that the community dimension of the community college is boundless. It provides the means for reaching all elements of the community; it offers hope to the downtrodden, and opportunity for all to raise themselves to a level of understanding and proficiency which will contribute to both the community and national welfare. And, finally all of this suggests that the "community college," through its nontraditional program of community services, can be more than just a two-year college in the community.

LEADERSHIP STRATEGIES FOR COMMUNITY SERVICES

by

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One of the most stimulating experiences I have had since joining the community college movement in 1956 has been to see the remarkable expansion of community services. Ten years ago, a conference of this magnitude would have been improbable if not impossible. The commitment to community services functions was largely a rhetorical one which served our presidents quite well when they were asked to speak at a local service club or to a church group. In essence they were saying "We have a comprehensive community college. Our doors are open to everyone. Our very presence in the community is a service, ergo, we are a community services institution." It was not until the early community services directors, such as Harlacher, Keim, Shaw, Fightmaster, Traicoff and others, began to implement a variety of activities specifically addressed to community problems that community colleges demonstrated their capabilities for diversified programming. These people are the ones who can best speak to the realities of everyday leadership strategies. They have worked on the firing lines as most of you are today.

I have noted that harassed practitioners come to these conferences to find time for some reflection and rest. At the same time, they do hope to hear

speakers with practical solutions to pressing problems. Consequently, the university professor often appears to be somewhat out there on cloud nine. A number of my practitioner colleagues have intimated, as a matter of fact, that Raines lives on cloud nine. Just recently I was with Jim in Florida and I was asking him how I did and what he really felt about my presentation and he was very nice and kind, but he said that there was one part that seemed to be out there on cloud nine. Now this really troubled me because I simply do not live on cloud nine. My heavenly residence is a little rain cloud called number ten. So permit me to shower you with a sprinkling of ideas that I have been tinkering with for the past year or so.

Since Christmas I have had additional time to reflect on the state of affairs of education while being on sabbatical in Fort Lauderdale. Aside from the everyday realities of sunburn and tennis elbow, I have been associated on a part-time basis with Broward Community College as a consultant. Frankly I like Southern Florida so well that I have given consideration to the establishment of my own academy. It occurs to me that Florida is a real mecca for new kinds of educational institutions. It occured to me that I might establish the Raines Academy for Terribly Tired Leaders in Educational Development. To gain admission to this academy, an application would have to be established so that the applicant would know if he had acquired specific competencies in his field experiences. I have devised a checklist which serves as a measure of practical achievement in the field as well as an indicator of how terribly tired the applican really is. Now if the applicant scores more than 90% on my fatigue index, I realize that he or she is properly pooped. Let me review a few of the items on this index to see how many of you might qualify for admission. The criteria,

of course, has been behavioralized and expressed in performance terminology; so listen to some of these strategies which you probably have acquired.

Given the need of a handicraft room for senior citizens, the competent community services leader will be able to convince seven out of ten pastors from the local churches that if they fail to provide the needed space, God will get them for that. This is known, of course, as the extortion or guilt inducement strategy.

Given a college sponsored meeting for migrant workers which culminates in a militant picketing of the local food stamp office, the competent community services leader will be able to convince five out of seven college trustees that this exercise is being held and has been held in the best tradition of the Boston tea party and, therefore, is an expression of true Americanism. He will further be able to convince the food stamp officials that they must hire a bi-lingual staff member who can cuss in two languages. This, of course, is the appeasement strategy.

Given a need for short course instructors, the competent community services leader will be able to entice 12 of 36 faculty members to develop separate short courses, give up eight evenings with no release time or overload pay, and glowingly refer to the experience among their colleagues as a research and development opportunity for improving the college instructional program. This is easily recognized as the seduction strategy.

Given a need to explain and justify community services to the community at large, the competent community services leader will be

able to get 8 of 10 members from each of several constituencies to describe community services as follows: the biggest constituencies will see community services as a free, but certainly not socialized, placement agency; upper class constituencies will see community services as an excellent concert series; lower class constituencies will see community services as a war on agency bureaucrats; senior citizens as a free travel agency; and housewives as a chance to get a degree without the husband really noticing it. This, of course, is the huckster competency.

Given an acute need for an expansion budget, the competent community services leader will be able to persuade his president, business manager, and board members that in the best tradition of the free enterprise system, the community services division should be permitted to retain all of the money it generates from state aid, tuition, fees, federal and foundation grants as well as private donations to expand the community services program. This is the Fightmaster hustler strategy.

Given the threat of divorce on the grounds of neglect, the competent community services leader will be able to preserve the marriage by convincing the spouse that all of the other college administrators also work 12 hours a day, seven days a week. This is the lying strategy.

By this time I would guess that several of you have realized that the acronym for the Raines Academy for the Terribly Tired Leaders in Education and Development is RATTLED.

When establishing a new institution, it is not uncommon to bestow a few honorary awards to people of outstanding achievement in the particular field of endeavor. At this time I thought I might like to present a symbol of leadership to one leader who has been sufficiently rattled by field experience to deserve it. Will Erv Harlacher please come forward? I want to read a citation. If you will stand right here, I will read the citation to the group. "Erv Harlacher, it is my esteemed privilege to present the first symbol of achievement granted by the Raines Academy. After establishing the much lauded community services program at Foothills College, you became sufficiently rattled to accept a vice presidency in one of the most innovative and yet controversial colleges in the country, namely Oakland Community College. After a brief period of outstanding but fatiguing leadership, you became again sufficiently rattled to set forth to establish an even more innovative and controversial college of your own. Just as the fruition of your work materialized, once again you became sufficiently rattled to decide to take the presidency of a metropolitan community college. If you sense that these rattled feelings are creeping up again, I suggest that you use this token of stress release when the pressures mount.* Five minutes of rigorous rattling is guaranteed to relieve the wanderlust in your bones. I salute you as a creative, justifiably tired leader in educational development."

Now that I have made a brief visit to the plains of practicality, permit me to return to my home on cloud ten for a more ethereal discussion of leadership strategies. The challenge of leadership in community services is considerable. The great diversity of activities in a comprehensive program makes it very difficult to achieve a central focus. If the focus is hazy, with all of the diverse activities, the problem of interpreting the program to the staff and local citizens

*(Presents a baby rattle.)

is intensified. And, of course, interpreting programs to the board, administrators faculty, and citizens at large complicates the task of getting the necessary resources for program development which you know. When faculty members see a Disney World of activity in community services, they often have trouble seeing how Yoga or macrame or handwriting analysis are actually a part of higher education. They have a tendency to focus on some single activity, which for them is terribly far out, and use this as a whipping boy - as a kind of an illustration and a basis for rejecting the whole community services program. What we seem to be lacking is some unifying rationale for linking the diverse activities to a central purpose or concept.

I would submit to you that the greatest challenge which the community services program will face in the next decade is to achieve a bonding integration to the total educational and instructional program. Certainly, Erv Harlacher was striving for this at Brookdale and he made many significant breakthroughs. Others have also achieved varying degrees of integration. Let me show you now a simple paradigm. In a typical community college with strong community services, we have said that what the student should learn should be either the knowledge of the arts and sciences or the practical arts in occupational education. Why should this be learned? We have answered: because it is necessary for transfer or employment. How should it be learned? Our answer has been primarily through lecture, discussion, demonstrations, and maybe some audio-pictorial methods thrown in. Where should it be learned? We have answered: primarily on campus but occasionally in a few other localities in the service area. Who should learn? We have said anyone who has the interest and motivation.

The revolution of the 60's and the advent of non-traditional studies

have begun to impact this learning system. Perhaps the greatest impact is the cultivation of new constituencies. We have found that the early blanket invitation of "y'all come" was about as effective in producing an actual visit to the campus as the Southern greeting of "y'all come" produced a follow-up visit among neighbors. Not until we planned special events at convenient places or with programs for such ones as delayed women, or senior citizens, or ethnic minorities or migrant workers, have they believed that we really meant it. Any of those programs have often been successful only to the degree that the constituents themselves were involved in the planning processes. All of this is to the good because a substantial change in the learning system can have a chain reaction. Even a teacher of English 101, if reasonably sensitive, finds that it is not realistic to teach the same course to traditional students and a group of highly non-traditional students. But despite our breakthroughs, we still have only tinkered with what is to be taught and why it is to be taught. It is my contention that a much needed reformation in higher education will not take place until we have addressed those two questions seriously.

I feel that we need an overall binding rationale for learning which reshapes the content and all of the other elements of the learning system. So I want to take you on a trip to cloud ten for consideration of these ideas and I have prepared a flying saucer for the visit. Before I show you the space vehicle, however, I want to tell you how I came to construct it. In my earlier training, I studied in sociology and anthropology and when one reads the accounts of various cultural anthropologists as they describe human development in non-complex societies, it is evident that the processes of assuming life roles is achieved quite naturally. An apprentice model prevails in which members

learn to assume roles in real life situations. Ivan Illich has written persuasively along this line. All members of the non-complex society alternate as learners and role models. Whether it be the role of family membership, or craftsman, or culture bearer, or barterer, or tribesman, or warrior, or medicine man, these roles are learned in the natural context of life. Because of the non-complex nature of these roles, the learning process proceeds in a very natural manner. I think it is appropriate to use the anthropological model. Futureologists tell us that man's struggle will change and is changing from a need to gain mastery over nature to a need to live in harmony with nature. The non-complex society seldom expects more of its members than they can achieve. It has occured to me that no society has a right to expect more of its members than it provides in meaningful assistance to assume essential life roles. In our modern Western society we see on a daily basis the stress that comes and the consequences of unrealistic demands on people who are ill-equipped to perform the demanding and necessary roles.

Role taking in modern society, of course, is far more complex. The chance of failure in performing those life roles is much greater. The resultant anxiety and accumulated stress are very apparent. It would appear that the recent resurgence of communes is, at least in part, derived from the need to simplify life, to ease the debilitating stress caused by complex and conflicting roles. Unfortunately, commune members typically carry the stress with them. Consequently the communal living sometimes fails to provide the relief that is sought. It is my conviction that a major portion of education for new constituencies should focus on strengthening the performance of these life roles. Keith Goldhammer, the dean of our college of education, has written persuasively on this position in a book on career education. The efforts to

strengthen role performance in life can succeed; first, if the educational and learning process is brought to bear in natural settings where the roles are actually performed; if it is taught by people who have mastered the roles themselves and serve as role models; and if the teaching coincides with the immediate need of the individual to acquire the necessary knowledge, skills, and values.

Now, let me show you, if I may, the flying saucer which will transport us to cloud ten. (See Figure I.) Let's consider for a moment this diagram which illustrates the nature of individual needs. The relationship of these needs to role performance in a variety of community arenas in which these pervasive life roles are performed. You will note in the diagram that the action starts at the innermost circle when the individual seeks to satisfy basic needs. I feel that Robert Ardrey, in The Territorial Imperative, was most persuasive when he identified three basic needs as security, stimulation and identity. This view is quite compatible with Maslow's delineation of heirarchy of needs. Time does not permit further explication of the theories except to say that in any given situation an individual's behavior can probably be traced to an effort to satisfy one or more of these three basic needs. The mode of behavior that the individual chooses will be expressed through one of four basic personality functions. I am persuaded here by the work of Carl Jung in the defining of personality functions. These functions include two ways of perceiving the needs. One way of perceiving is through the five senses and is thus referred to as the sensing function. People in this mode will want the very practical reality-oriented kind of experiences. The other way is through the intuitive process which links current perceptions to past experiences and perceptions and then begins to give a holistic meaning to the perception itself. Once the organism has been activated by either sensing or intuition or both, it will respond then in a thinking mode or feeling

mode. While these responses are not necessarily incompatible, individuals will tend to use one more than the others. The thinking person will seek logic and order in his universe and his response. The feeling person will tend to seek what seems right and harmonious for the situation. One or more of the functions are used, therefore, to satisfy needs for security, stimulation, and identity. Furthermore, these functions operate within the capacitities and the constraints of the individual's physical, emotional, spiritual, social and other capabilities. Thus the whole psychic and physical being is in operation when that individual is interacting with the people, the things, and the ideas in his environment.

As an economy measure, the individual adopts prescribed roles in society. For example, as a worker, the individual will encounter one set of expectations and rewards. As a consumer he will experience somewhat different expectations and rewards. In both cases a set of responses is developed which becomes the individual's interpretation of role expectation. These responses are best learned through good role modeling. My flying saucer illustrates that role performance is the mediator between the individual's effort to satisfy needs and those external expectations and rewards that are perceived in his various environments. Now this wheel was intended, so that if it were possible that each circle could move in a clockwise and counterclockwise way and then freeze, you would get the sense of dynamic qualities going on within the individual, the changes taking place in the environment; and in the transactional zone the person who is trying to negotiate the tradeoffs necessary for his own satisfactory living. Unless that role performance is strong or adequate, the individual again satisfied neither himself nor society. Too many failures result in a negative self-evaluation which

then affects later efforts to satisfy needs. Confusion as to what to expect of himself or society can produce an intense identity struggle.

In essence then, this model I am proposing is a transactional one and it might well be called a form or base for transactional education. It would seek to strengthen each individual's capacity to make effective and satisfying transactions within his environment. One can readily recognize that the expectations and rewards within a dynamic and everchanging modern society complicate this considerably; witness Future Shock. If yesterday's solutions are not satisfactory for today, often the case in a dynamic society, the individual will have difficulty in achieving adequate role performance. It is precisely at this point that the educational process serves and should serve as a capacitating force. It is at this point that the individual is most ready to become a willing learner. We have the most productive learning situation, therefore, when we can bring together a cluster of individuals who are experiencing similar needs with a capable teacher who is able to give them the necessary knowledge, skills, and values to strengthen that role performance.

Let me take a moment to identify some of the kinds of critical transactions which an individual must make at various stages in life. Please understand that these illustrative transactions range considerably, but you will begin, I think, to see your own program in terms of some of these because you certainly have addressed them.

(See Figure II.) In his career development as a worker, the individual will, at some time in his life, need to analyze career opportunities, acquire career competencies, evaluate employment requirements, anticipate the training needs, adjust to promotions, plan for retirement, and through it all achieve a realistic self appraisal.

(See Figure III.) As a family member, the individual will need to clarify role expectation in the family, (and these do change, particularly with the changing structure of men and women and the new feminist movement this has dynamic impact) establish economic security, understand family planning, strengthen family interaction, comprehend the developmental stages for various members of the family to understand their behavior, and know how to deal and where to go when family crises may arise.

(See Figure IV.) As a consumer or barterer, in primitive society terms, the individual needs to know how to identify consumer assistance resources, analyze advertising claims, understand legal rights, employ comparative shopping, evaluate quality and quantity of goods, appraise investment opportunities, understand how the tax structure affects him, and analyze interest rates.

(See Figure V.) As a citizen, the individual needs to understand the political system to cope with bureaucracy, (and, by the way, that is a terribly difficult one for many, many people) use community agencies and resources, develop an interest in community issues, influence political decisions, participate in voluntary activities, and acquire an awareness of community needs.

(See Figure VI.) As a culture bearer, the individual needs to attain historical perspectives, develop a cultural appreciation, increase aesthetic appreciation, clarify the value system in which he operates and which has so much impact upon him, acquire a humanitarian perspective, and increase leisure time competencies.

(See Figure VII.) Finally, (and by the way I refer you to Chickering for the personal development in the work that he has done but I am going to simplify these a little) needs to achieve psychological identity, develop good health practices, develop his own personal values, develop interpersonal skills, increase communication skills, strengthen physical capabilities and acquire the necessary learning skills.

It is easy to see that the curriculum of a lifelong community college would be based on the individual himself. The context of lifelong education is life itself. Lifelong education seeks no postponement of life nor escape from it. For the lifelong learner, life is here and now.

Now that you have been kind enough to ride in my flying saucer and visit me on cloud ten, let us return to the plains of practicality to talk about the processes for implementing such a model. The first task is to decide whether or not such a model is worth implementing. This would call for a period of discussion by educational planners in your community. It would include such a group as college administrators, board members, key faculty members, representative students and constituency representatives. At this meeting, one might look at the current rationale for educational programs that exist in your own institution. The need for some unifying schema or model would likely become apparent. Alternative models might be presented. Several are emerging and are remarkably well done: The University of Wisconsin at Green Bay with its emphasis on ecology, Minnesota Metropolitan State College at Minneapolis, Morgan State College with its focus on individual growth and development, Empire State in New York, and the Community College of Vermont. If after a

series of meetings by these planners, they were to decide that a transactional education made sense for their institution, one would then establish a systematic plan for identifying critical transactions. I have presented mine as illustrations only. I would not, in any way, want to see those superimposed but people must have their chance to say, deal with, and wrestle with what are the critical problems and needs as they express themselves in the transactional form for them to become effective and live either a reasonably adequate or a fulfilled life.

The first step would be to form a series of constituency meetings. Here one would select representatives from such constituencies as senior citizens, ADC mothers, ethnic minorities, business leaders, and agency personnel. The planners in your institution would decide which of those constituencies they were best equipped to deal with and work with. Each constituency would meet individually to identify the most critical needs and problems which they were facing in these areas. It would have to be a series of meetings, maybe one on career, one on family, one on consumer, cultural, personal education. You might want to split it up in several different ways. By using the categories as a focal point for each meeting, you can get focus. It would be possible to give focus then to their thinking. At this point I would recommend the use of the nominal group process which has been described by Van de Ven and Delbecq in the American Journal of Public Health, March, 1972. While the contexts for them were health services and hospitals, I think the article sets forth rather systematically a procedure for obtaining a free-flow of ideas and a method for establishing priorities. It is an adaptation from brainstorming techniques which have been developed in a number of the thinktanks.

(See Figure VIII.) In the nominal group chart, I tried to summarize. (And it is very difficult by the way for me to give this to you and time is running a little bit short here.) According to their concept there are two key periods in a two and a half hour meeting. The first one is the idea generation period and the second period is the priority setting one. People inevitably want to start rejecting or throwing out ideas very soon. They say "no that is not a very good idea" and they cut off discussion as you have seen very very early when a group is trying to get itself together. This system, which has been developed by a number of different people (and, by the way, there are many adaptions of this and you may know of a better one) starts out with a person using a pencil and paper as an individual after being challenged by a question rather specific. For example, what problems or needs have you faced in finding satisfaction in family living? That is a very specific thing. The person will then start writing down: one, two, three, four and no one is allowed to talk for about fifteen minutes. Once they get these written down, the listing is made up on flip charts; again it is just a kind of routine automatic. The reason for this - they found in the brainstorming techniques that the conversation tended to go to those people who were most vocal, most dominant, and they would squelch other ideas. This acknowledges again part of Jung that some of us are inner oriented, some are external oriented, and those that are inner oriented need time to give their thoughts more time to focus and get them on paper. This allows then everyone to get in and make a contribution. Then systematically you record these ideas without evaluating. You simply as a leader in this situation, will not in the first period tolerate any judgment about "that is good" or that "we shouldn't do that" or "let's do a little more of this." You will close that out. Then, finding there

is a clarification period in this first period, again it is not to pass judgment, it is to say "do you mean this" or "is there a connection here between this and this?" It is to clarify what the group has accomplished. They recommend then a coffee break, to give people a chance to get up and move around and interact.

Finally, you come to the priority setting and for the first ten or fifteen minutes, the person begins to look at the list that his group of eight people (and they recommend no larger than eight) has come up with and begins to pick right on the chart his evaluation starting with cards beginning with ten, nine, eight, seven, six, in rank order. This is culminated then into a priority rating for the total group. It seems at this point that sometimes this gets a little mechanistic. I participated in this and I know that there are some aspects here that breakdown. But I have also seen it done in a way that it seems to me if they have a good leader who makes good little jokes along the way and is sensitive to the group, it can be handled very nicely. Finally, then, they go through a rerating process and what you get from this is the best thinking of the group with a prioritized list that is later ranked. This can be turned in to the central group and then to the planners. In this way, of course, you may have been discussing (I haven't been to some of your group meetings) this kind of process -- I don't know. But it is important to recognize the involvement of people because one of my doctoral students at Cuyahoga found, I think, a very interesting result. In analyzing faculty attitudes about what was going on, she presented them with a list of faculty policies or institutional policies and indicated which ones they really supported. Later, she asked which ones did they feel they had a part in helping to divise. They were done at separate times and in separate parts of the inventory so they didn't make a necessary linkage. She found a very significant thing of support

for those policies the persons believed themselves to have been involved in. We know this, but I find it nice sometimes to have a dissertation turn out which substantiates something. You all know that don't you? The planning group receives a summary of these constituency meetings. They would then analyze the responses for their deeper meanings and implications. When this list of problems has been translated into critical transactions, the faculty, the agency personnel, and other appropriate groups can use the list as sort of a checklist for developing curricular programs and for course work. For example, a faculty member may see that he or she has been dealing with two or three of these in his own subject area. They can see additional possibilities for infusion of others into their courses. As a community services director, you will find valuable ideas for building short courses, conferences, and seminars. People who are concerned about strengthening certain transactional competencies throughout the community can be brought together when they share in common specific ones that they are concerned about and build their deliberations around them.

Time does not permit further explication of these strategies. I realize that for some of you in this audience my return to the plains of reality was probably a quick trip from cloud ten to cloud nine with a little airsickness thrown in. If your spouse asks you how the luncheon speech went, you can at least say that I was rattled by Raines.

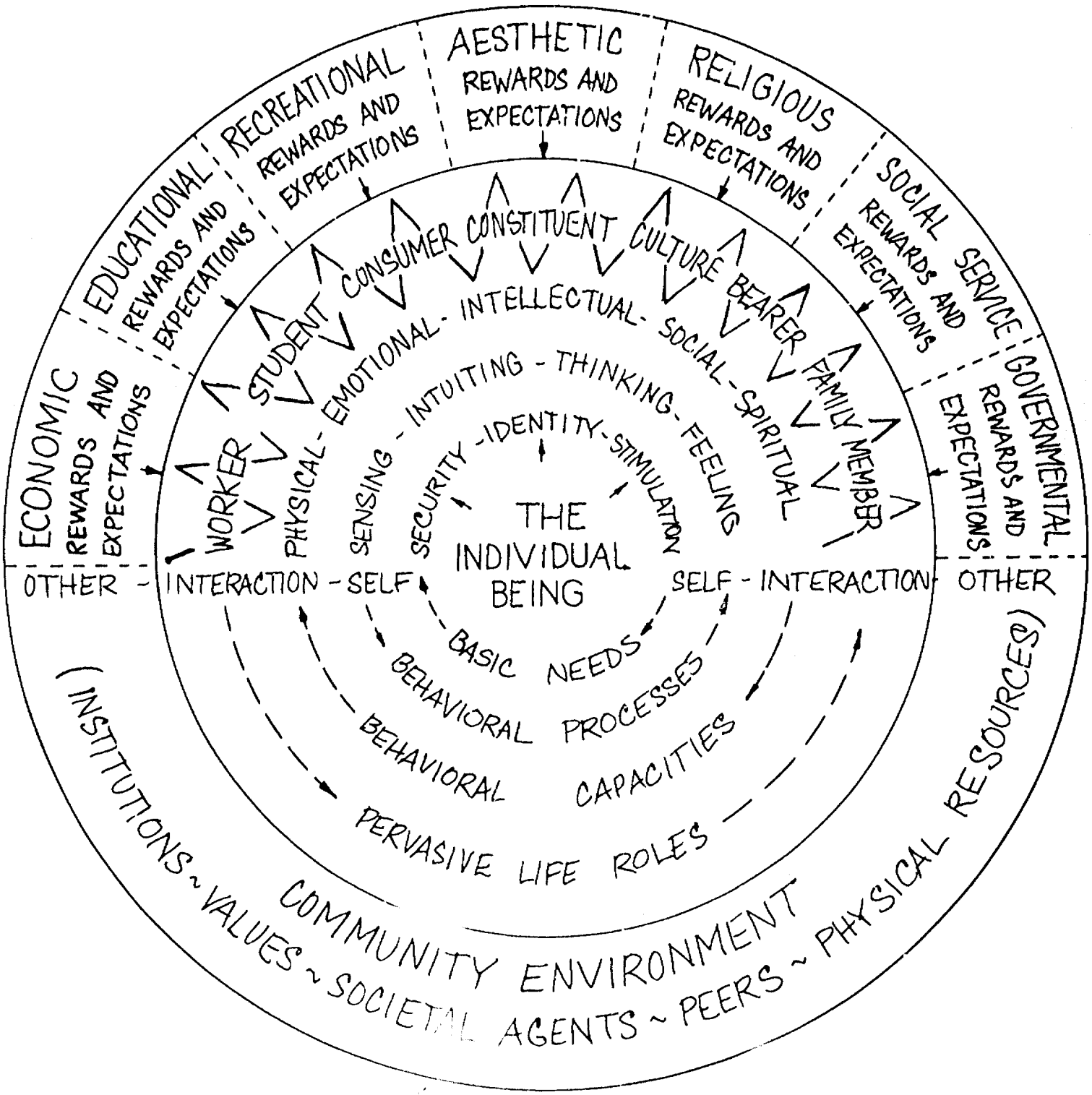
ECONOMIC
REWARDS AND EXPECTATIONS
EDUCATIONAL
REWARDS AND EXPECTATIONS
RECREATIONAL
REWARDS AND EXPECTATIONS
AESTHETIC
REWARDS AND EXPECTATIONS
RELIGIOUS
REWARDS AND EXPECTATIONS
SOCIAL SERVICE
REWARDS AND EXPECTATIONS
GOVERNMENTAL
REWARDS AND EXPECTATIONS
WORKER
STUDENT
CONSUMER
CONSTITUENT
CULTURE BEARER
FAMILY MEMBER
PHYSICAL - EMOTIONAL - INTELLECTUAL - SOCIAL - SPIRITUAL
SENSING - INTUITING - THINKING - FEELING
SECURITY - IDENTITY - STIMULATION
THE INDIVIDUAL BEING
OTHER - INTERACTION - SELF
SELF - INTERACTION - OTHER
BASIC NEEDS
BEHAVIORAL PROCESSES
BEHAVIORAL CAPACITIES
PERVASIVE LIFE ROLES
COMMUNITY ENVIRONMENT
(INSTITUTIONS ~ VALUES ~ SOCIETAL AGENTS ~ PEERS ~ PHYSICAL RESOURCES)

FIGURE I


ACHIEVE REALISTIC SELF-APPRAISAL
PLAN FOR RETIREMENT
ANALYZE CAREER OPPORTUNITIES
CAREER DEVELOPMENT
ADJUST TO PROMOTION
ACHIEVE CAREER COMPETENCIES
ANTICIPATE RETRAINING NEEDS
EVALUATE EMPLOYMENT OPPORTUNITIES

FIGURE II

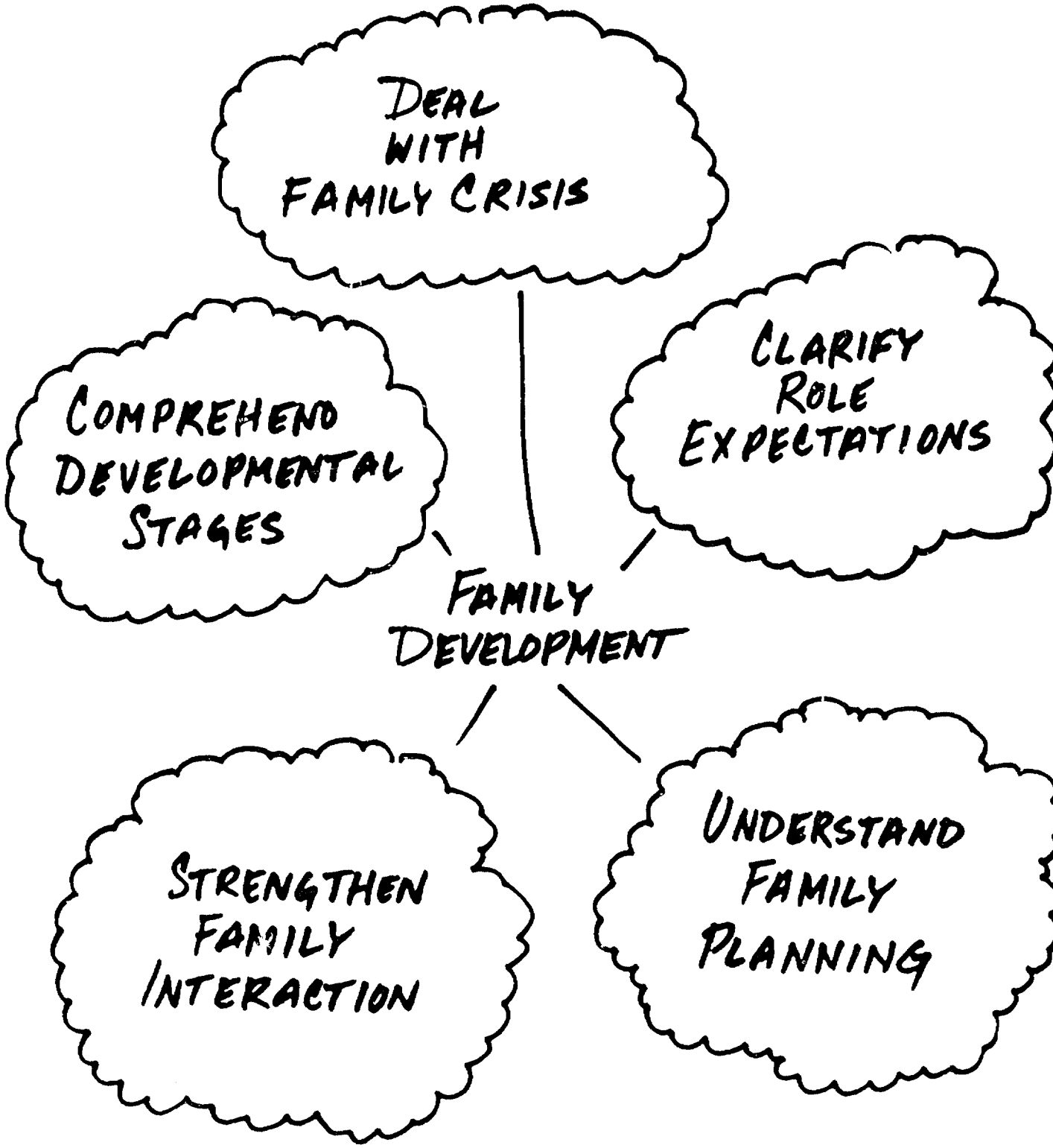
DEAL WITH FAMILY CRISIS
COMPREHEND DEVELOPMENTAL STAGES
CLARIFY ROLE EXPECTATIONS
FAMILY DEVELOPMENT
STRENGTHEN FAMILY INTERACTION
UNDERSTAND FAMILY PLANNING

FIGURE III

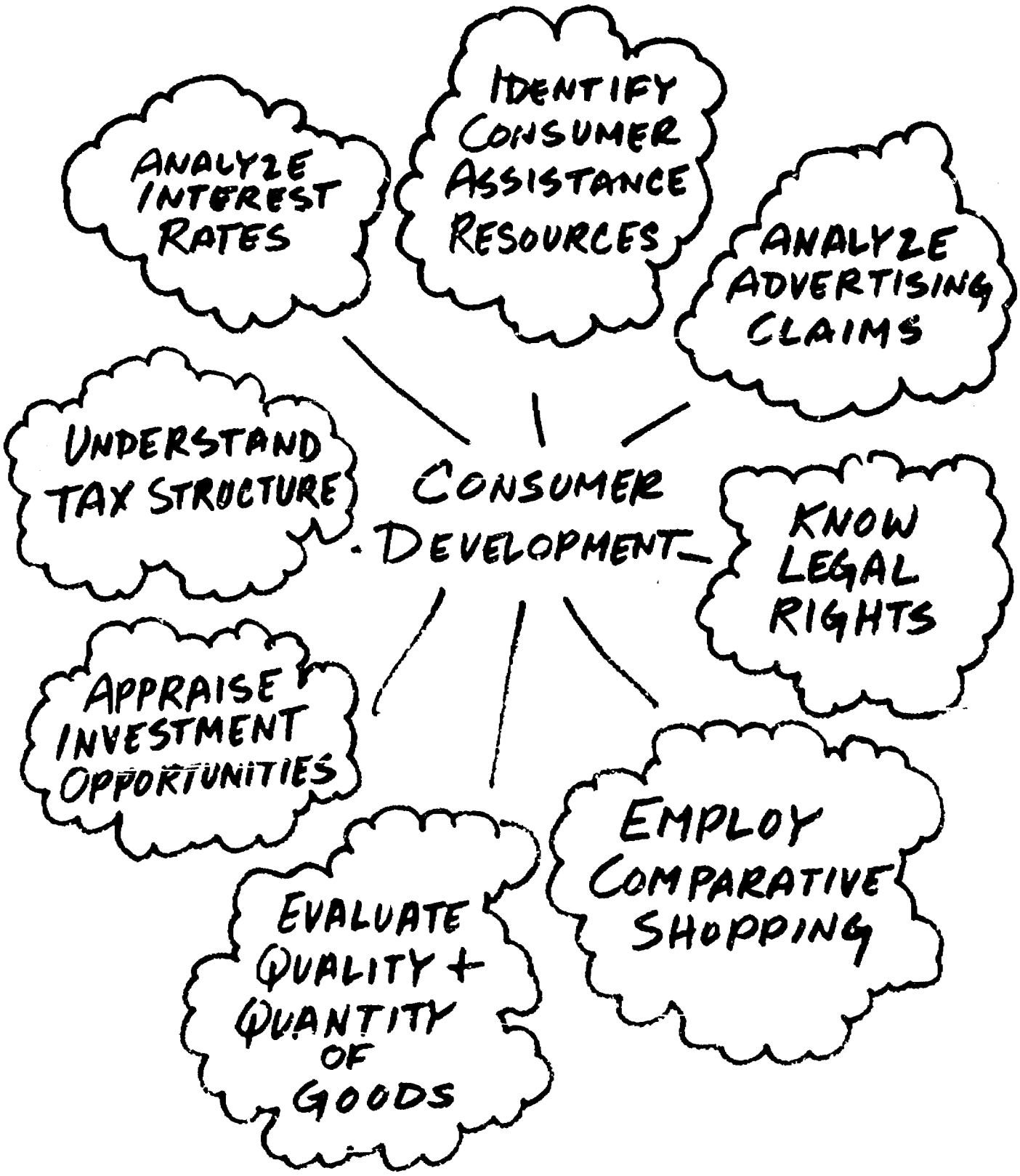
ANALYZE INTEREST RATES
IDENTIFY CONSUMER ASSISTANCE RESOURCES
ANALYZE ADVERTISING CLAIMS
UNDERSTAND TAX STRUCTURE
CONSUMER DEVELOPMENT
KNOW LEGAL RIGHTS
APPRAISE INVESTMENT OPPORTUNITIES
EMPLOY COMPARATIVE SHOPPING
EVALUATE QUALITY + QUANTITY OF GOODS

FIGURE IV

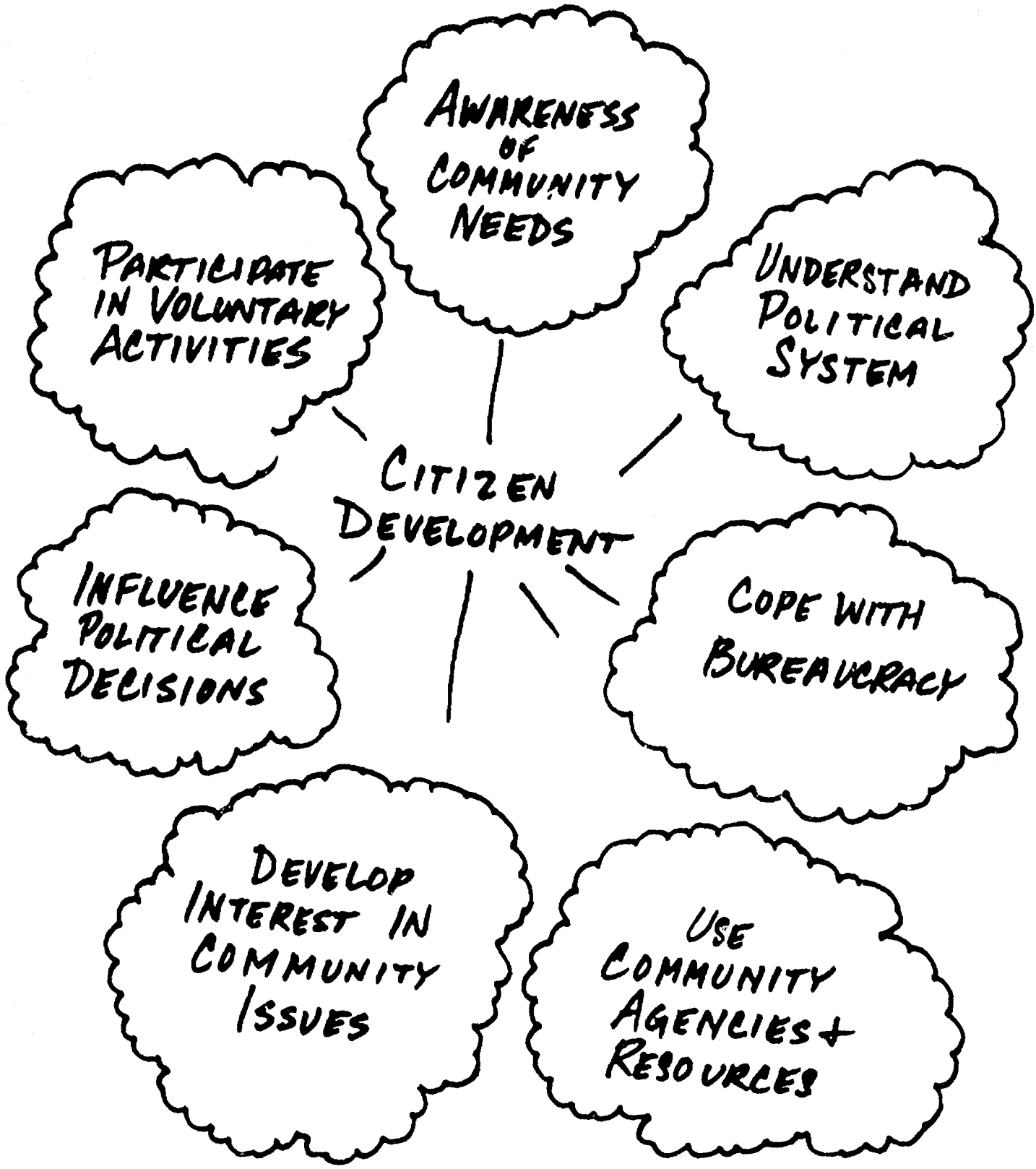
AWARENESS OF COMMUNITY NEEDS
PARTICIPATE IN VOLUNTARY ACTIVITIES
UNDERSTAND POLITICAL SYSTEM
CITIZEN DEVELOPMENT
INFLUENCE POLITICAL DECISIONS
COPE WITH BUREAUCRACY
DEVELOP INTEREST IN COMMUNITY ISSUES
USE COMMUNITY AGENCIES + RESOURCES

FIGURE V

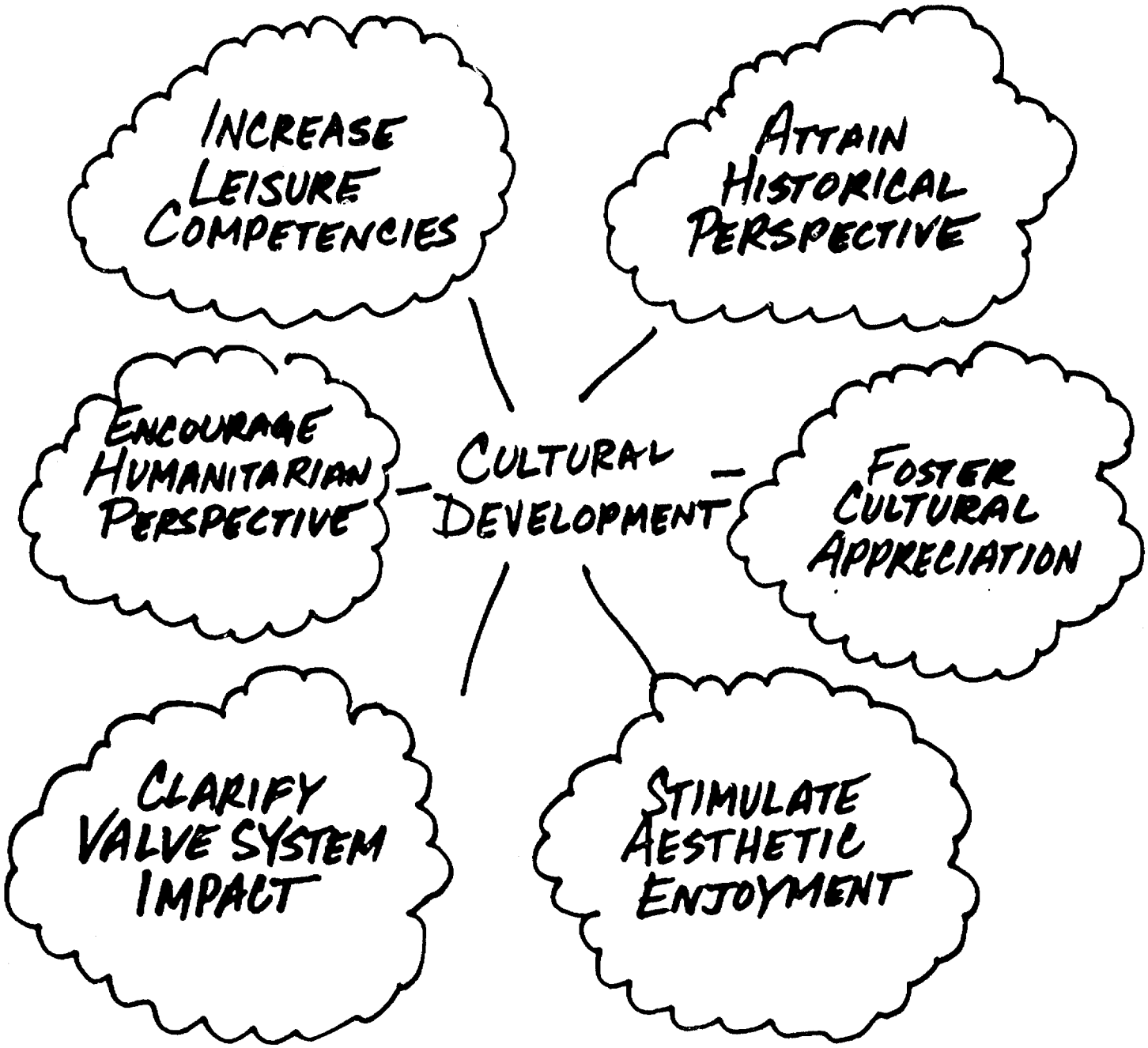
INCREASE LEISURE COMPETENCIES
ATTAIN HISTORICAL PERSPECTIVE
ENCOURAGE HUMANITARIAN PERSPECTIVE
CULTURAL DEVELOPMENT
FOSTER CULTURAL APPRECIATION
CLARIFY VALVE SYSTEM IMPACT
STIMULATE AESTHETIC ENJOYMENT

FIGURE VI

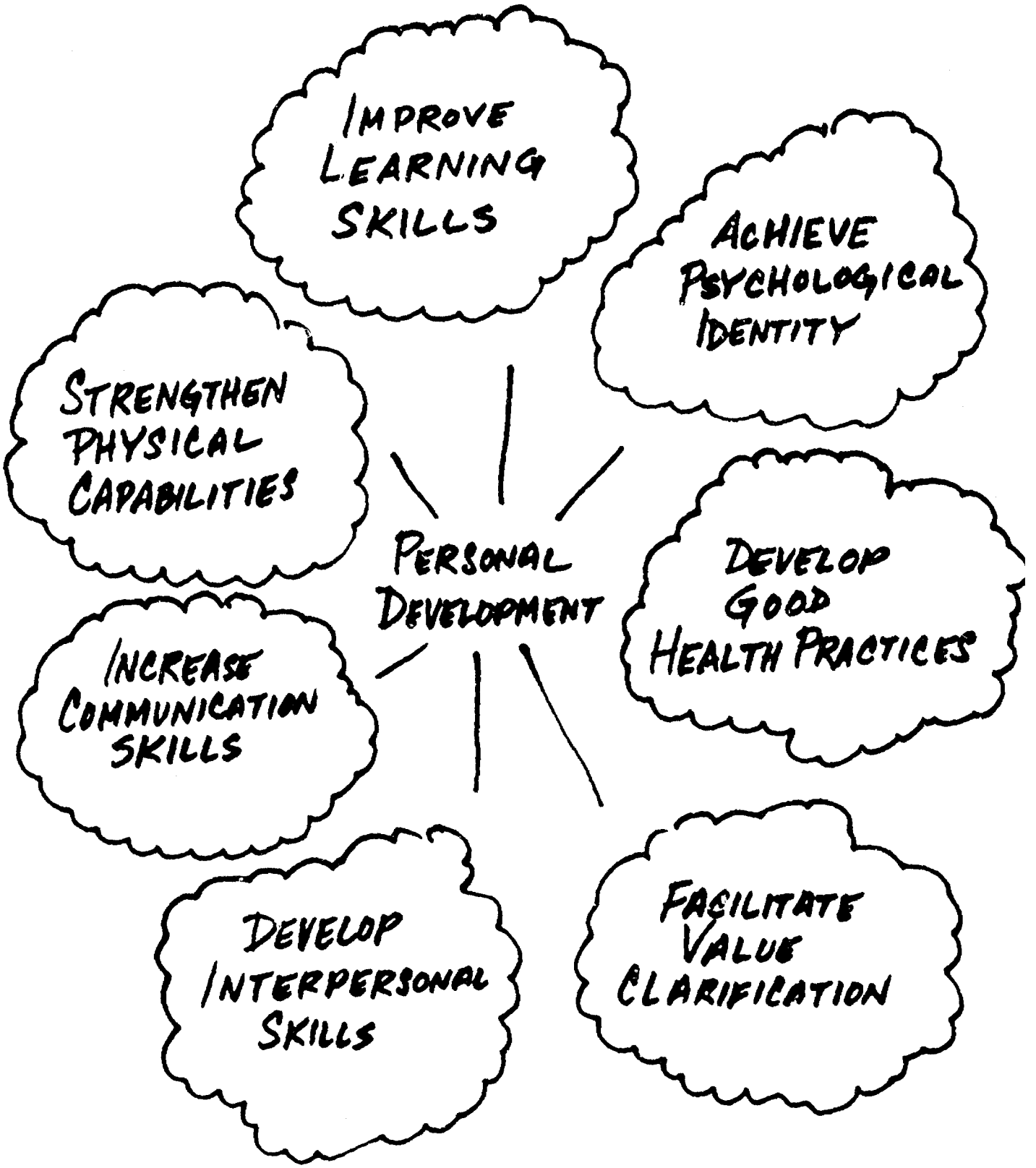
IMPROVE LEARNING SKILLS
ACHIEVE PSYCHOLOGICAL IDENTITY
STRENGTHEN PHYSICAL CAPABILITIES
PERSONAL DEVELOPMENT
DEVELOP GOOD HEALTH PRACTICES
INCREASE COMMUNICATION SKILLS
DEVELOP INTERPERSONAL SKILLS
FACILITATE VALUE CLARIFICATION

FIGURE VII

NOMINAL GROUP PROCESS

Periods	Phases	Procedures	Time
I Idea Generation	Silent Brainstorming	Individual Listing of Responses to the Challenge Question	15 Min.
	Recording Ideas on Flip Charts	Round Robin Listing of Ideas Without Comment or Evaluation	15 Min.
	Clarification Period	Seeking thru Discussion to Clarify and Find Combinations	30 Min.
	Coffee Break		
II Priority Setting	Prioritizing Listed Items	Individual Selects Problems and Ranks Their Importance on Separate Cards (by item)	10 Min.
	Clarification and Defense Period	Group Members Give Reasons For Their Ranking	40 Min.
	Rating Period	Individual Re-rank and Then Rate Their Priority on a Scale of 100	10 Min.

FIGURE VIII

BEYOND THE OPEN DOOR - THE OPEN COLLEGE

by

Edmund J. Gleazer, Jr.
President
American Association of Community and Junior Colleges
Washington, D. C.

My job has been described as the wrap-up of the Conference and conference topics and to indicate where we go from here. "Please understand," I was told, "that our definition of your topic is not intended to limit you in any way but to help us in our planning." I thank the planning committee for its invitation because I can think of no other topic to which I would rather speak than "Beyond the Open Door - The Open College." My own thoughts and values, the stance of AACJC, and the demands and possibilities in the environment in which we live, lead me to say some things about the community college that have been waiting for an appropriate platform, and I think the "yeasty" sessions of this conference provide the right setting.

In the "after the boom" paper I reported that in my view the community college is entering the third major period in its evolution as an educational institution with the approach to "create value-satisfying goods and services that consumers will want to buy."

In the months since After The Boom first appeared I've been listening to and soliciting attitudes around the field as to where we were going--not just in reference to community services but to the very essence of community colleges.

Running quickly over the variety you'd naturally expect, I sense that attitudes reside in two prevailing camps: those focused on problems, transferring

guilt etc., and those with their eye on opportunities.

President A. - It's the legislature. They won't give us the money for creativity. They like the universities better.

President B. - Privately supported college - It's the public community colleges. They took our market, and the poor can't afford us.

President C. - It's the unions.

President D. - No real problems. We're too much of a moving target. We let people make mistakes. We try to plan around where the community is going.

The reactions I have received are saying some things to me:

1. We need to learn how to raise the right kinds of issues and to encourage creation of answers rather than strictures.
2. We need to have a theory of what we are really about.
3. We do need a system. With all due respect, the things we're discussing are very random, spontaneous, "jerry built." We've got a system built for a different day.

If the concept of community services is to broaden from a department of the college or a sector of college activities to represent the total stance of the college, and if the concept of service is to yield to the notion of community use of the college as an educational resource for individual and community development, let me propose a framework of a new system and propose some ways to get us from where we are now to being truly community-based and performance-oriented.

While there are a variety of factors which both stimulate and support the evolution of the community college "beyond the boom"---economics, values toward

both community and education, public accountability, demography and touches of enlightened leadership--it would be a mistake to assume that such a major transition will take place without a ripple. As more than 1,000 institutions, and 1,400 or more in number by 1980, in settings as different as North Platte and Chicago, become more clearly community-based, more oriented to performance than credentials, they will encounter several strategic questions in their own development.

1. What are the markets within this community? How do we translate community perceptions into our objectives?
2. Given what we've got to work with, what are the program possibilities outside the confines of traditional academic practice; what are the operational implications of these?
3. Having thrown away the packaging from "Higher Education," what are the criteria for success? How do we measure output and summarize it for fiscal, legal and managerial purposes?
4. How suited or transformable are the current resources--specifically staff and physical plant?
5. If we're to become something different, how accommodating is the current public policy climate in which we operate?
6. What resources and vehicles are available to provide technical assistance in advancing both the concept and effective practice of post-secondary education which is truly community-based and performance oriented?

The program proposed here is premised on the belief that the suggestion of a third major period of evolution is not only valid but healthy and exciting. A parallel belief is that the transition described above calls for a comprehensive response by the field through the national association--particularly in the light of AACJC's newly articulated mission:

"To provide national leadership of community-based, performance-oriented post-secondary education."

My purpose today is to propose the shape of such a response and in doing so to enlarge upon some factors which make it timely and appropriate.

WHAT MUST BE DONE?

Over the last several years there has been very vocal and widespread interest in "staff development." In spite of the somewhat negative implications carried by the label, its importance to people in the field has been reflected time and again at conferences, and in surveys like Project Focus. In fact, this issue among all others bubbled up so strongly at AACJC's first national assembly that "New Staff for New Students" was selected as the topic for the second one. The statement from that forum cuts across pre-service and in-service development, stressing the importance of competency standards as a basis for selection and planning, the need for expanding the funds available for staff development, and the need for AACJC to play a pivotal role as a clearinghouse, a lobbyist and a provider of technical assistance. The tone throughout suggested that the initiative must be taken by the field itself.

In the wake of such an expression of interest it is tempting to accept the mandate and to act, precipitously and single-mindedly, on the issue. To do so,

though, would miss the mark on two important counts: First, the relationship between "staff development" and "institutional development," and second, the fact that the "beyond the boom" future will in no way be an easy extension of the past.

The overall effectiveness of a college depends upon many things. Competent staff and adequate funding are certainly critical. Both, though, are "necessary but insufficient" for enduring effectiveness. Two other elements which are extremely powerful are the organizational structure--allocation of authority and responsibility, formal framework, communication processes, work roles, and the climate that develops as people work together--goals, constraints, group relationships and leadership. Nothing of lasting value will come from an effort to develop the competence of any level of staff unless it is accompanied by an equally vigorous effort to ensure that organizational structure and climate keep pace with individual development. In a sense institutional development is really both a context for staff development and a mission-related strategy for carrying it out. At its best, it includes not only training and education, but operations research, planning and goal setting, and team building around situations that are both real and consistent with what's on the horizon.

APPROACHING THE FUTURE ON FIVE FRONTS

The words "mission related" are key. Sensing that a new era is at hand, the real challenge for AACJC is to give specific assistance to its member institutions as they seek to establish new missions and mobilize resources behind them. This assistance ought to take the form of five highly inter-related programs to help answer the questions posed a few moments ago.

First....Advancement of the practice and theory of community-based, performance-oriented post-secondary education through a pattern of projects, e.g., the 1974 Assembly and PROJECT '76;

Second...Research on the measurement of output and the use of such measurements in planning, budgeting, counseling and evaluation;

Third... Analysis of the legal and policy climate in which "community colleges" function;

Fourth.. Development of the "new staff for new students," and;

Fifth.... Establishment of a field-based research and development network to provide vital national linkages and pursue the programs described above in given localities.

The burden for the effectiveness of such an ambitious effort rests heavily with the kind of coordination possible through the last of these. In a sense, it represents the hub of the total program; each in turn, though, merits closer inspection.

EXPANDING AND PROMOTING THE CONCEPT OF COMMUNITY EDUCATION

"What does the name (community college) stand for?" I asked, in the paper referred to. "No issue presses more heavily upon people in the field than this one. How we define our business is...basic to almost everything else."

One very useful point of departure was offered by Senator Harrison Williams of New Jersey when he introduced the Comprehensive Community College Act of 1969. He said that "these institutions have demonstrated their potential

(emphasis added) to respond to society's changing needs in ways that bring improvement to the community." Alan Pifer, president of Carnegie Corporation, sounded a similar note and proposed objectives often perceived as secondary be given new priority.

"Other institutions will have a part to play, of course, but I see the community college as the essential leadership agency. Indeed, I'm going to make the outrageous suggestion that community colleges should start thinking about themselves from now on only secondarily as a sector of higher education and regard as their primary role community leadership. ....Not least, they can become the hub of a network of institutions and community agencies--the high schools, industry, the church, voluntary agencies, youth groups, even the prison system and the courts--utilizing their educational resources and, in turn, becoming a resource for them."[1]

The very phrase "community-based, performance-oriented post-secondary education" is a market-oriented statement. It posits the existence of a now existing over-16 population out there which is ready and able to "buy in" to self development. We're beginning to recognize that the market is considerably larger than what tradition has led us to expect. Within current confines alone, we know that if every "housewife" took one "course" (anachronistic terms, both of them) every other year, the impact would be an instant tripling of 1972 enrollments. Outside those confines it's mind boggling to think of the market represented by the "learning force" at large.

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[1] Alan Pifer. Speech to the Annual Convention, American Association of Community and Junior Colleges, Washington, D. C., February 24, 1974.

Item: The post-war babies now 26 years old will be the market for post-secondary education through the year 2000.

Item: In only twenty-six years, half the population will be 50 years of age or older.

Item: A recent survey by the Ontario Institute For Studies In Education indicated that most adults spend about 700 hours a year at anywhere from one to half-a-dozen "learning projects" outside higher education.

Item: Approximately 11.2 million adults (ages 18 through sixty) exclusive of full-time students are now engaged in learning experiences sponsored by noneducational institutions such as labor unions, private industry, museums, professional and trade associations and governmental agencies. A number larger than all students now enrolled in colleges and universities.

Zero education growth? Hardly. But the community college is by no means without competition. Many others recognize training and education as one of the growth industries in the decade ahead. Proprietary schools alone have grown from a scant 500 correspondence schools in 1960 to an impressive 12,000 toda The American Society For Training and Development reports that 475 of its members have budgets of $500,000 and over. There are dozens of organizations breaking into the conference and seminar business. For better or worse, most of those who see a share of this market are prevented by their traditions from playing a thoroughly opportunistic role. The community colleges are no exception. Stated in the extreme, the kind of community education that excited Senator Williams is

still a "cottage industry" barred from rapid development by both old and new categories--adult education, extension, community services, continuing education, non-traditional studies, lifelong learning and even higher education. To put our own house in order and be prepared to compete effectively we must move swiftly to chart the dimensions of community education. Granted, every community is unique; dimensions will always differ. We are now, though, in a kind of pre-science period where there is no context for either determining the differences or making useful generalizations about dealing with them. In response, the next few years need to be marked by a concerted and unified effort to chart what's possible, extend what's available, and develop a supportive framework for it all. Some of the immediate steps implied are:

Identify and collect current practices. There is obviously a great deal happening right now, some of it on a trial-and-error basis. AACJC needs to bring together the practices which place more emphasis on "community" than "college."

Determine patterns and trends. "We see through our categories." The promising activities of today need to be subject to close crutiny for principles and general guidelines. We need to know what seems to work, and under what conditions.

Define operational problems. Using traditional college resources in non-traditional ways places a new set of demands on the institution. We need to know what they are so as to factor appropriate ways of responding into both planning and training.

Develop specific skills and techniques. Given a trend to community-based post-secondary education, there are a variety of areas where the state of the art needs to be advanced: Defining the community, analyzing its interests, getting citizen participation, promoting a new program or playing the role of the "broker" in drawing on community resources. While some of these can be adapted from current practice, others need to be developed "de noveau."

Stimulate the expansion of community education. Using the base-line data generated initially, we need to systematically extend community education. "Systematically" here implies the conscious stimulation of markets (senior citizens) and programs (allied health) through the judicious use of seed money. Stimulation should also be provided via the 1974 assembly topic: Community based education.

Objective I. By the close of the bicentennial year we should have a coherent and very visible theory regarding the role of the community college in community development.

EXTENDING THE MEASUREMENT OF OUTPUT

Writing in The Center Magazine in January 1973, Robert M. Hutchins warned that "a large, conspicuous, elaborate system on which the hopes of so many are pinned cannot hope to escape attack in a period of distress unless it can show that it has intelligible purposes and is achieving them." Though he was referring to the entire field of education, his remarks are particularly appropriate for community colleges. Fred Hechinger, writing in the New York Times a few days ago, criticised American Higher education for turning away from intellectual issues to concentrate on housekeeping and bookkeeping. Recent television documentaries about higher education, he noted, have handled the subject as if it concerned the

rescue of bankrupt railroads. "The educational leadership--demoralized by present fiscal problems and terrified by a future of declining enrollments--lacks the spirit and the voice to draw public attention to questions of substance"... Hechinger calls for a new sense of educational purpose as vital to the nation's progress.

As we specify purposes beyond the traditional confines of "higher education" the necessity of being able to work toward objectives becomes more evident. Without the benefit of some measurement of results other than the production of degrees or the accumulation of credits we are highly limited in taking full advantage of our present momentum. Let us briefly consider why.

Objectives serve a two-fold purpose: Before the fact they provide the basis for resource allocation; after the fact they provide the basis for evaluation. If the purpose of evaluation is to be anything but punitive (or cumbersome, at its innocuous best) it must be based on the relative success in achieving objectives that don't reduce all performance to an hour of academic credit. This applies whether the evaluation is of students, staff, programs, management or whole institutions. Unless we can in some way measure performance we have no way of answering the question "who benefits; who pays?"

There has been a great deal of interest recently, and some excellent groundwork, in utilizing cost benefit analysis in post-secondary education. In spite of the excellent work underway in organizations such as WICHE, ETS and The Illinois Community College Board, though, the passion for analyzing costs far outstrips the mileage gained in measuring output. While this situation endures the entire resource allocation picture in our field will remain static. Funding

formulas, staffing patterns, pricing policy, curriculum planning, and the establishment of institutional priorities are all limited by credit-as-output logic. The corollary, of course, is that new ways of defining results will either come from the evolving experience of the field or will be created, out of justified necessity, by the legislative analysts.

The attempt to measure outcomes in education has traditionally met with a great deal of resistance. It always raises the spectre of reducing the drama of human development to an impersonal calculus, or making irrelevant comparisons among personnel, programs or institutions. While these misgivings are not without basis, they are more extreme than they need to be. For one thing, only the most obtuse technocrat is unaware of the limits of quantification. In matters of planning, though, it can be one of the educator's best devices when order of magnitude is at issue. And in our field, magnitude is at issue. What is more calculating than what Ivan Illich calls "the hidden curriculum of schooling" which dictates that "each citizen must accumulate a minimum quantum of school years to obtain his civil rights"? By the same token, what is more liberating than the 1971 ruling by Chief Justice Warren Burger (Griggs v. Duke Power Company) that any school degree required or test given to prospective employees must measure " The Man For the Job, " not"The Man In The Abstract." Herein lies the essential rationale for becoming more "performance based."

If I and others are right in our predictions, the people in our institutions will become more vocal in their conviction that they can make a manifest difference in the lives of individuals and the communities in which they live. Rather than being defensive in the face of pressures for accountability, our field and the

Association should take the offense in discovering and making use of the various ways in which that difference can be recognized. Some of the immediate steps which seem necessary are:

Get a picture of the state-of-the-art and work in progress by drawing together current research and practice. AACJC needs to maintain not only cognizance but a contributor's and coordinator's relationship with advances in the measurement of output. We need to --

Systematically try it by placing a "measurement-of-outcomes" component on all experimental projects and monitoring.

Stimulate research on the measurement of output in the affective domain and other areas which do not lend themselves to easy quantification.

Develop an expanding data bank on comparative costs, benefits, operating ratios and the like for use in institutional planning and training.

Develop a set of planning parameters for community colleges moving toward a greater orientation to community.

Develop specific skills and techniques for the effective use of outcome measures: developing objectives that have operational utility, translating student interests into specific objectives, summarizing and analyzing specific results for managerial purposes.

Objective II. Before the beginning of 1979 we should have broken the credentials monopoly by opening up not only alternative routes to credentials, but the matter of alternative credentials themselves.

RECONSIDERING PUBLIC POLICY

In commissioning the second Newman Report, Elliot Richardson asked: "how can national policy and federal programs be altered to take into account the problems pointed to in the first Newman Report?" Those who have read Newman's "Agenda for Reform" are undoubtedly impressed with how he rose to the occasion and encouraged by how supportive it is of emerging values in the community college field. At the same time, though, those who believe that community colleges are significantly different from the rest of higher education sense the need for a comprehensive treatment of community colleges in particular from the standpoint of public policy. At the federal level the deadline for such a treatment occurs in less than two years when current legislation expires. Beyond that, though, community college operations are largely conditioned by accrediting procedures and enabling legislation from the state capitols. The fact is that on the whole the entire array of laws and policies governing community colleges view them as followers in higher education rather than "leaders in community development." As this latter role becomes more essence than adjunct, we must ask ourselves in detail how well the policy climate accommodates our intentions. In no other way will we be able to take an active role in its inevitable change.

In a 1970 paper on "The Learning Force," Stan Moses of the Educational Policy Research Center at Syracuse rejected the notion that American education was carried out in a three-layer hierarchy running from primary school through graduate school. This, he said, represented the "core," but overlooked a "periphery" in which over 60 million adults pursued learning activities very important to their lives. His purpose was to challenge the monopoly which the

educational establishment has over public policy and public resources.

Continuing education ranked low in the goals inventory conducted as part of "Project Focus." With many such programs having to "pay their own way" as against tuition fees accounting for less than 20% of the costs of academic programs, one has to wonder if the policy climate has determined the preference. At the present, lifelong learning cannot compete with full-time undergraduate education on its own terms.

Present policy has other problematic dimensions. Some of the more effective programs in community colleges are organized around occupations in which completion is not a requirement for job entry. As a result, the top 10% in auto mechanics (for example) show up on the attrition figures at mid-program. Some state laws discriminate against vocational students or "defined adults," or make it difficult at best for the college to open its doors in the evening. Such practices present their own "access barriers." For example:

Mississippi - No reimbursement for students before eight o'clock in the morning and after four in the afternoon. No reimbursement for other than full-time students.

Texas - No reimbursement after 12th class day.

Kansas - According to a president - "Legislators tend to think of the community college as a junior college." Accordingly,

a. There is no financial assistance for community service activities - must be self-sustaining.

b. College is required to limit its endeavors to college transfer. State aid limitation to 64 semester hours except nursing and engineering.

c. There are continued attempts to place colleges under the control of board of regents - the same board that has responsibility for state colleges and universitites.

As our institutions do, in fact, become more sensitive to their total communities and more oriented to performance, the challenge is to simultaneously develop forms of public support and accountability based on the image of differentiated institutions reaching out to serve increasingly diverse clientele. Some of the immediate steps implied are:

Commission an interpretive analysis of public policy and the community college, touching on the linkages from enabling legislation through institutional governance to management and operations in the college.

Monitor all experimental projects, specifically in community education, for the impacts of law and policy on both planning and implementation.

Compare the impact of varying state and regional policies through the placement of similar projects in different policy climates--ultimately through a field-based network.

Develop specific skills and techniques for dealing with the legal and policy picture. These should equip cadres of field practitioners to deal with legislative analysts on an equal footing.

Objective III. By the time current legislation expires we should be prepared to help forge a public policy which accommodates our momentum "beyond the boom."

DEVELOPING STAFF

Let us first establish the paramount importance of staff development. To begin with there is the obvious economic fact that staff accounts for nearly 75% of all the resources in the field. Beyond that, staff constitute the only resources capable of transformation. "Money and materials are depleted, equipment is subject to the laws of mechanics. It can perform well or badly but never more efficiently than it was originally designed to do. Humans alone can grow and develop. Therefore it is essential that this resource be used as fully and as effectively as possible." Overshadowing all other observations, though, is the fact that it is ultimately the staff, and specifically the faculty, who do the work of the college. Bearing in mind the relationship cited earlier between staff development and institutional development, then, what would be some of the characteristics of an effective development thrust?

It should be mission related. There are several implications here. Development for the sake of development will never be effective or well supported. Aside from the fact such efforts translate poorly into action and results, there is good reason to believe that expanded capabilities without a definitive outlet increase frustration and job turnover. Terry O'Banion makes reference to an interesting survey of new faculty on the type of information most desired as part of their in-service training. As a point of departure, most wanted such things as goals of the college, objectives of their departments and objectives of the

courses for which they were responsible. They were asking, in other words, "staff development for what?" One has to wonder who needs development in such circumstances. The irony is that such faculty groups are frequently given workshops on writing objectives and setting goals.

The absence of an orientation to purpose also gives staff development the trial-and-error, patchwork look. Without a sense of intended impact there is a tendency to "buy-in" to fads and ride favorite hobby horses without any way of recognizing disappointment or inconsistency. This is also the case in pre-service development. This stage of preparation is so critical that it needs to be strongly guided by the purposes of both the individual and the "buyer"--the community college field. Too often, pre-service preparation has been more obviously guided by the purpose of the preparing institution. In all fairness, though, the field's best defense is to answer some questions with compelling clarity. "What is the mission of the community college? Who is it to serve? Is it to be defined in terms of the conventional academic model or something different?"

Ultimately, it should be team oriented. Considerable research has shown that the basic work group is "the strongest influence upon job satisfaction, performance, absenteeism and employee turnover." Yet we have historically "developed" people individually and in stratifications and have created adversaries by default. Doing the job in an institutional setting has substantial advantages, but requires grass roots action and administrative support. The development of individual skills or abilities at one level may do little to increase the chances of getting something done.

This principle doesn't preclude the use of experiences of an educational

nature which stratify the field ("presidents only"). For example, the Workshop for Presidents held recently in Orlando. One of the chief reasons why groups fail to function well together is that they have inadequate problem-solving procedures. Individual development can go a long way toward providing a broadened conceptual framework or enhancing skills. The point is simply that these efforts should be viewed as a means to developing the effectiveness of the team.

There are also pre-service implications here. We usually develop administrators and faculty along separate tracks, allowing them to become "team" over crises and negotiation tables. We must expand the effort to build pre-institutional teams during the didactic stages of their preparation.

It should be widely available. This field boasts nearly 1200 institutions, 9000 trustees, 16000 "managers" and over 200,000 faculty. O'Banion reports that two years ago only 4% of the existing staff members benefited from the in-service portion of EPDA. While the impact of staff development needs to be far more widespread, it would have taken an increase of more than $17,000,000 to expand the impact to just 25% of those on the job. While there is no substitute for the double-occupancy log, we've got to substitute communication for transportation where possible, take advantage of economies of scale available by regionalizing and develop approaches to peer and self instruction.

It should be able to expand. Closely related to the need for a widely available approach to staff development is the recognition that our field will grow over the next decade. For example, the number of presidents, deans, vice presidents, and department chairmen will double by 1980. If faculty turnover continues at the rate

of 16% per year, the need for development should expand at more than twice the rate of natural growth in the field. While it might be reasonable to expect some 3rd party assistance, the field needs to be building a means for financing and delivering on the demands imposed by its own growth. Staff development is a cost of doing business--a line item in the budget.

Objective IV. By the close of the decade we should have a delivery vehicle for meeting the staff/institutional development demands in our field which is capable of operating without third party financing.

ESTABLISHING A FIELD-BASED NETWORK FOR RESEARCH AND DEVELOPMENT

There will obviously be need for many partners in the enterprise: the universities, private research organizations, public and government authorities and the multitude of independent consultants who work on various aspects of the community colleges' developmental needs. Ownership, though, both actual and conceptual, should remain in the hands of the community college field itself. In anticipation of our probable development "beyond the boom" we need to firmly establish the capacity to generate, integrate and disseminate new insights and practices.

Many of the immediate needs can no doubt be filled by the university communi However, O'Banion reported that current graduate education builds in biases that run contrary to the community-junior college. It is critical to ask how reasonable and appropriate it is to expect the graduate schools to radically change their ways to meet the exigencies of our field. On the other hand, we may consider the appropriate staff development responsibilities of the community colleges with specified

technical assistance from universities and other such resources.

The related point to bear in mind is that we need a mechanism--not a model, not a sample community college to export to all parts of this land. Based on the diversity in our "market" the field needs many vehicles for development, an identified network of available resources and the capacity to pick up the broad issues on the horizon.

Objective V. We should move to designate as many as half-a-dozen developmental centers around the country, co-located with existing community colleges and similar in concept to the medical school.

They would serve as a locus for all activities described above, providing services to community colleges in their region. Collectively they would constitute a mechanism for "on-line" communication between the field and AACJC. The form of the charter can perhaps best be understood by augmenting a description from the Association of American Medical Colleges:

"They provide the setting for the training of a broad range of educational occupations. They are the site for the development and demonstration of new programs and modes of instruction, and exert a strong qualitative effect upon community education in their programs. They conduct research on both the measurement of educational impact and the policy climates in which they function. They continue, as in the past, to be major providers of community education in their own right."

Consider the possibilities for internships or residencies in such settings. Consider the experimental possibilities from bases of operation as diverse as

Appalachia and metropolitan Washington. A typical center might be involved, directly or through sub-contract, in the following:

Pre-administrative internships and residencies in which incumbents would be required to provide management training and consulting services on a performance basis.

Individual study programs.

Team development processes.

Field conference and workshop services.

Diagnostic services and institutional research.

Experimental community development programs.

Public policy research.

Research on measuring output.

Production and publications.

The implementation problems, not only for such a network but for the entire program are considerable indeed. We are in fact, though, passing through another major era in development with impressive opportunities if we seize them. The only way to prevent our present ills from accompanying us into the next decade is to act swiftly on the issues.

So - returning to the heart of the matter, what should be now done - with this conference?

- Don't form a task force
- Don't criticize defensive leaders (you'll convince them they're right).
- Do concentrate on opportunities. What are they? Achievement is never

possible except against specific, limited, clearly defined targets. The temptation is to avoid the priority question by doing a bit of everything. Nothing is accomplished unless scarce resources are concentrated on a small number of priorities. I am suggesting two targets--two priorities--two opportunities. One occurs in late 1974 and the other in 1976.

THE ASSEMBLY

The Assembly topic for 1974 will be community-based, performance-oriented education. So far, some hearings have been held trying to elucicate the topic and identify some of the critical questions which need to be addressed. What we've found is that we're not really well prepared to approach the topic.

-No operationally useful definition of community education.

-No good examples; little baseline data.

-Too much "credit" orientation.

-Fear of performance criteria.

What are the products of this conference which would help? What is the proper strategy? What other community-based organizations can be usefully involved in our Assembly? Perhaps most importantly, what outcomes should we look for from an Assembly so vital to the topic of this conference, and how can we get it.

You are the people in our field who can best help. So telephone, write, come to see us, or invite us to your area.

THE BICENTENNIAL

Earlier, I alluded briefly to Project 76. Basically this would be a matter of the 1,000 community colleges in the country getting their communities engaged in town meetings on the future of America and their community.

I see this as being critically important for two reasons:

1. It gives us an opportunity to "demonstrate our potential for making an impact on the lives of people and the communities in which they live."

and 2. It gives a vehicle for bumping our institutions more squarely into the center of their communities. In that sense, maybe the mechanism is more important than the issue.

As "leaders in community development," can we help people determine what are the "critical choices for Americans", or critical choices in our area? Can we provide initiatives for people to sit down together and identify issues, needs, goals, strategies for raising the quality level of community life? What kind of community do we want?

Presuming we pull such a project off, how can we take advantage of it "for marketing analysis"? How can we use the project as a basis for planning and promoting the overall direction of community colleges? Can we train "town hearing" people for the communities in which there is no community college?

These then are immediate opportunities. It is in these two projects that our performance must be demonstrated. As the acknowledged leaders in community education, I commend them to you for your further deliberation.

I believe in your areas of responsibility, in your objectives, your person centered approach, your obvious enthusiasm for the job, your flexibility, sensitivity, and awareness, and, yes, your creative opportunism, you are the community college of this third era - the community college now being shaped and formed - one to match as well as to influence the times.

It's an exciting prospect. We have been here for renewal in purpose and commitment. We have done some planning. Now let's keep in touch as we get on with the job.

PART II

WORKSHOP SESSION PRESENTATIONS

"UTILIZING THE MEDIA FOR COMMUNITY SERVICES"
WORKSHOP 1

Dr. David L. Evans
Vice President for Academic Affairs
Valencia Community College
Orlando, Florida

May I first welcome you to Orlando. If while you are here you have the opportunity to see the Disney attractions, you will see some astounding uses of media technology through what they call audioanimatronics. Having been here before Disney opened and seeing one of the highly sophisticated applications of electronics being constructed, I am constantly amazed and never get tired of seeing the presentations. As their public relations man says, "It shows what you can do if you have money."

In my portion of this presentation on "Utilizing the Media for Community Services", I would like to touch on some very pertinent topics. (1) Why use media at all. (2) Independent Study and Media. (3) Faculty attitudes toward External Programs. (4) Consortium and costs sharing. (5) Future trends.

Why Use Media at All:

The College Crunch is on! Educational options are a must. Colleges and universities across the nation are faced with rising costs and declining enrollments. To attempt to counter these higher costs and declining enrollments, it has required colleges to take a new look at non-traditional approaches to learning which includes a non-campus-based view of education. Colleges and universities are challenged to move from exclusion to inclusion of the community.

Dr. Samuel Gould, Chairman of the Commission on Non-Traditional Study outlined some relevant findings made by the Commission's 26 prominent members:

> "Three-quarters of all American adults, excluding full-time students but representing 79.8 million people, say they want to learn more about something, or they want to learn how to do something better;
>
> Some 32 million are now "learners" (or have been during the past year) and participate in evening classes, extension courses, correspondence work, on-the-job training, private lessons, or independent study courses including TV."

The Commission identified about 200 colleges and universities throughout America which offer one or more study programs which it calls "truly innovative or unconventional." When asked "What is non-traditional education?", Dr. Gould responded:

> "It is an attitude that puts the student first and the institution second... this is not a new attitude, it is simply a more prevalent one than before... (with) concern for the learner of any age or circumstance... It is an attitude that can stimulate exciting and high-quality educational progress."

Everyone is fully aware that across the country part-time enrollment, as well as students choosing career programs, is increasing. The idea of Life Long Learning, Time Shortened Degree and all the other titles related to innovation behooves us to search for ways to meet the needs of the community.

It is my sincere belief that the use of media, i.e., TV, radio, newspaper, cablevision, etc., can assist in meeting the educational needs of those 79.8 million adults who are seeking to "learn more about something" or who "want to learn how to do something better."

Independent Study and Media:

The use of media in providing educational options is directly related to independent study. What are some of the challenges of providing an education in this somewhat non-traditional manner? Maybe we should view open education not as a variant of traditional education but the opposite of it. Let's take a look at some of the research which will assist us in establishing our thinking as it relates to the use of media in independent study.

In the book "Independent Study" by Paul Dressel and Mary Thompson, some interesting observations are made:

First, it is obvious and accepted that all learning must be ultimately accomplished by the learner. Second, researchers such as Bloom (1968), McKeachie (1963), and Minter (1967) indicate that instruction should be suited to students individual differences and goals. Third, some evidence indicates that independent study need not be limited to the academically superior student but should be extended to the creative and to the "respectable" learner. Fourth, there is evidence that the greatest part of change in attitudes and so forth, during the process of college matriculation takes place during the first year (Lehman and Dressel, 1962). Fifth, Loughary (1967) and others predict that survival in tomorrow's society demands life-long education in an educational system characterized by individualized instruction. Sixth, and of a more practical nature, is the fact that higher education now faces a financial crises. Seventh, peer influence is highly effective in bringing about student change (Wallace, 1963; Newcomb, 1962), giving weight to belief in the potential for student-shared, self-directed learning. Eighth, independent study can meet the student need for off-campus experiences,

demonstrated by the increasing number of students "stopping in" and "stopping out". Ninth, independent study can bring relief from the heightened competitve spirit of today's university.

Faculty Attitudes Toward External Programs:

The acceptance of the external programs by faculty is extremely important and should be generated. Academic credibility appears to be the most challenged area of the use of media in external programs. "How can a student learn as much from a tube as he can from me?" These and many other such statements must be resolved by each institution.

Consortium and Costs Sharing:

Now, with this background, let's turn our attention to some "how to" essentials in media. In my speech at the First National Conference on Open-Learning in Lincoln, Nebraska, I outlined the assets of Consortium efforts. Many states around the country are turning to this type organization for several reasons, the prime one being "costs sharing". In January, 1973, Valencia Community College began offering Man and Environment, Part I, produced by Miami-Dade Community College. It was necessary for us to support the entire cost of this offering, which amounted to over $10,000 for a two year lease of the documentaries, doing a study guide, station time cost, faculty time, etc. However, the results were truly astounding. Approximately 300 students enrolled for credit. Who were these students and where did they come from? Fifty-three percent were between the ages of 26 and 49 and eight percent were over 60. This certainly has some very conclusive evidence in support of non-traditional alternatives, life-long learning and community services. Forty-six percent were only taking the Man and Environ-

ment course, thirty-eight percent were teachers taking the course to extend their teacher certification, and ninety-five percent found the course fit their schedules more easily. Each of the fifteen documentaries was shown three times each week on E. T. V. - at 11:00 p.m. on Sundays, 10:00 p.m. on Mondays and 7:30 p.m. on Tuesdays as well as 6:00 a.m. on NBC on Saturdays. These varied times gave all students alternatives in viewing the documentaries. A weekly call-in AM radio panel program was also conducted. Each program was geared to the topic being studied each week and leaders in the community formed the panel. In addition a 24 hour telephone recording instrument was used. Other statistics include: eighty-five percent preferred a course that did not require coming to campus except for the mid-term and final examination and seventy-five percent completed the course. Sixty-two percent of those taking the course were women. I could go on and on with interesting statistics about our audience but let me move on to further developments of this adventure in Central Florida.

The Central Florida College Television Consortium consists of nine community colleges. They are Brevard Community College, Hillsborough Community College, Lake-Sumter Community College, Manatee Junior College, Pasco-Hernando Community College, Polk Community College, Seminole Junior College, St. Petersburg Junior College, and Valencia Community College.

We are currently looking into the possibility of a state-wide television consortium. In this manner the state would pay the cost of the leasing of documentaries and each college would have access to these. We are also hoping that we might, in the near future, have state broadcasting - similar to our Legislative Sessions now - where we would only need to pick up the signal. We

would not need to concern ourselves with the distribution of the documentaries to each college.

Future Trends:

a. Increase in state-wide television consortium efforts.

b. Increase in the use of AM and FM and SCA (Subsidiary Communications Authority) as an external media.

c. Using two-way cablevision in ways still to be created.

d. Use of print media such as the newspaper for offering instruction.

e. Use of media in counseling throughout the state.

f. A change in the role of the "classroom teacher" from that of total lecture-discussion to that of manager or facilitator of instruction.

g. Molding programs to student needs rather than molding students to programs.

h. Improved quality in all productions for educational use.

"UTILIZING THE MEDIA FOR COMMUNITY SERVICES"
WORKSHOP 1

Ms. Virginia Gentle
Director, Open College
Miami-Dade Community College
Miami, Florida

Utilization of media by community colleges is almost, by definition, a community service since the defined function of the community colleges is to meet the educational needs of their communities. However, a creative approach to media utilization can greatly expand the scope of community services.

Media includes all those resources available in the community used to communicate with the public - e.g., newspaper, radio, television, cablevision - as well as those technologies that increase the flexibility of broadcast media.

Historically, in settings other than the classroom, media utilization has been associated with education for credit. Instructional TV began in the 50's, but for a number of reasons, never quite achieved the rosy projections made for it. During the 70's, we find that ITV in the United States has generated a set of rather negative attitudes toward mediated delivery systems.

The face of ITV is changing however. New efforts have produced series that appeal to general audiences as well as to students pursuing off-campus instruction. Keep in mind, when considering a mediated delivery system, that despite the somewhat inexpert production and general malaise surrounding much of past and present ITV, that research has repeatedly demonstrated that there appears to be no significant difference in the learning that takes place when televised instruction is compared to classroom instruction. A mediated delivery system, then, can be considered a viable educational option.

A number of projects are in operation in which community service functions are being met by post-secondary institutions through the use of media. From such projects, we begin to understand why we should give serious attention to tapping whatever media resources exist in our particular communities.

1. Media presentations by educational institutions are, by definition, a community service. Such presentations whether on TV, radio, newspaper, etc., are used not only by those who have paid some kind of fee for credit or non-credit, but also by individuals that simply follow along in self-initiated learning projects and who may, at some time in the future, be drawn into the college community.

2. Regular use of media keeps the name of the institution before the public and has proved to be a mechanism for recruitment as well as for the delivery of services.

3. Media increases the flexibility of community service efforts.

Isolated or shut-in target populations are receiving services that might not be available without a mediated delivery system. Packages of audio cassettes and support materials are converting commuter time to classroom time. Professional or occupational courses and in-service training are delivered to specialized groups of people at work sites such as hospitals, factories, etc. Broadcast and interactive technologies establish "closed-circuit" audiences that interact with the instructor and with each other despite wide separations in geographic location.

4. Media is being used to create independent study classrooms in outreach centers. Students can work independently through audio, video and print materials, as well as utilize counseling and advisement services that are provided at regularly scheduled intervals.

5. High quality media materials are expensive to produce - but multi-institutional utilization has demonstrated that production costs can be amortized over student populations and geographical areas greater than that served by any single institution.

6. Institutions need not be "media producers" to implement mediated systems - many materials are available for lease or purchase, and can be implemented in areas where radio or TV time is availabe to educational institutions.

"OUTSTANDING PROGRAMS OF COMMUNITY SERVICES: PART I"
WORKSHOP 3

Dr. Benjamin R. Wygal
President, Florida Junior College
Jacksonville, Florida

Community services as defined by self-supporting avocational courses, somehow designed to do some "on the side" things for the local folk while the college is getting on with the real business of the formal education of America's youth, is inadequate for the comprehensive community college. Funding "formulas" which exclude Community Services from state support due to its questionable academic heritage present further limitations. A contemporary definition of the role of the comprehensive community college must include a bold commitment to all activities designed to meet the peculiar needs of its community. Actually, many programs of the community college viewed in their broadest sense could be categorized as community services since they include activities which could meet "personal needs or interests."

Within this context a few examples of community services at Florida Junior College at Jacksonville will be listed. However, prior to that it should be noted that any program which has attained some success must be undergirded by support and commitment. At Florida Junior College at Jacksonville, the President as well as all leadership directly involved in program development and operation, subscribes to a strong community services thrust. Furthermore, a sensitive and listening ear to the community's needs is an essential part of the program. In addition to first-hand information and inquiries from potential

students and close communication with community agencies, a variety of surveys has been conducted to help determine the educational needs of the community. The most significant of these was the Community Awareness Survey completed late last Fall. Community Services activities have expanded at FJC through a willingness to take risks and the development of a limited amount of "risk capital" to finance certain speculative programs. Finally, alternative funding sources are continuously sought, not only from external agencies such as the federal government, but also in discovering how state-supported courses can become community service oriented in the way in which they are "offered" to the community (of course, without changing the scope and intent of the course).

FJC has the legal responsibility for Adult Basic Education, High School Completion by credit as well as administration of G.E.D. testing, and below-college level vocational education in addition to its role in providing college credit associate degree and certificate programs. All individuals in the community, out of public school and above the age of sixteen, constitute the FJC "market." While FJC is now developing its fourth major campus, a strong willingness has been shown toward taking programs off campus to the people. The master list of off-campus centers has now reached 220 including public schools/community schools, churches, apartment/housing projects, businesses, community centers, detention facilities, city agencies, military installations, social welfare agencies, etc. Last year FJC served an unduplicated headcount of 47,863. Indications are that the College will exceed 50,000 this year. That is almost one in ten of the total population of 550,000 or 1/7 of the over 16 population of approximately 370,000.

Most of the community services activities at FJC which fit the "avocational" definition and receive no state support are recreational or enrichment in nature. For example: arts and crafts, recreational games, nature study, music, dance, literature, needlework, and swimming have been offered to persons categorized as "aging" through the federally supported Older Persons Using Skills Program. Of course, a variety of courses from Yoga to Bridge are offered to the general public on a self-supporting basis.

One of the greatest challenges and opportunities in community services is to reach out into the community by offering to and suggesting that individuals take state-supported courses for their "avocational" interests. For example, in non-college credit vocational courses, one might take Investments, Real Estate, Consumer Buying, Gourmet Foods, Furniture Reupholstery, Cabinet and Furniture Making. Or in the citizenship category, he could take Community Emergency Preparation, Family Planning, or Sign Language.

About 60 unusual examples of meeting community services needs at FJC were identified. Among those are a "Pinch-Hitter" course for the small aircraft passenger (non-pilot) to control and land a plane in an emergency when the pilot is incapacitated; a High School Completion course via telephone tutoring for the handicapped and disabled; Fundamentals of Art for the Blind with emphasis on sculpture and clay modeling; The Divorced Person and other courses of the Center for Continuing Education for Women; or the Community Concert Chorale. Through the use of some "risk capital" FJC just underwrote the highly successful performance of Carmina Burana which included the Jacksonville Symphony Orchestra, the

FJC Concert Chorale, and some four ballet companies. Shortly, FJC will be registering senior citizens in college-credit courses tuition free during late registration on a space-available basis.

"OUTSTANDING PROGRAMS OF COMMUNITY SERVICES: PART I"
WORKSHOP 3

Thomas Krupa
Dean, Royal Oak Campus
Oakland Community College
Royal Oak, Michigan

COMMUNITY SERVICE PROGRAMS OF OAKLAND COMMUNITY COLLEGE

1973-1974

1. HELP Program for Women - Multiple problems of day to day functioning are discussed in an informal setting. Speakers are selected from the community and the College.
   - Two separate series of seven meetings each were held, one on Friday afternoon, the other on Monday evening. Each meeting was scheduled for two hours. At the present time, there is a waiting list of 75 women.
   - The long-range plan in this area is to include a HELP Program for Men.
2. Short Course Program - Programs are developed for general interest on a non-credit basis with credit planned for the future.
   - Thirty courses are offered each semester.
   - 100 courses are offered each year.
   - A $20.00 enrollment fee is charged for each short course.
   - Oakland Community College students are entitled to free enrollment in all non-credit short courses.

- The average class size is 15 persons. Most classes must limit their class size in order to insure the best learning situation for the participants.
- The average number of successful courses is 18 sections.

3. Speakers Bureau - Members of the Speaker's Bureau volunteer their lecture presentations as a special service to the Oakland Community College community. There is no fee charged either by the speakers or by the College.
   - Various clubs, organizations, and community groups are also requested to speak through the Bureau.
   - Faculty members volunteer their services by speaking on topics in their particular field of interest.
4. Child Play Center - Free child care is available at all four campuses for mothers who are attending classes.
   - The cost of financing the Child Play Center is paid out of the Student Activities Fee which each student pays at the time of registration ($1.00 per student credit hour).
   - Additional monies are secured by sponsoring special money raising projects.
5. College Makes Cents - This brochure contains a cluster of courses which have been developed in a variety of fields.
   - A Lifetime Learning Course Certificate will be issued upon completion of the required courses for a particular series.

- A Lifetime Learning Series serves as an introduction to two-year degree programs.
- Counseling and vocational information is available on a walk-in or an appoitment basis.
- Cognitive Style Testing is available to all students on an appointment basis.

6. Inquiry Room - The counselors provide We Start Futures information to all walk-in students.
   - Students are given educational information upon request.
   - Students are given vocational information, as needed.
   - Students are provided with special services information.
   - Counseling is offered on either a walk-in or by an appointment.
   - Cognitive Style Tests are provided on a weekly basis to all new students.
7. Right to Read Program - Reading improvement centers have been established for all non-readers over 16 years of age.
   - An extensive recruitment program has been provided in the service area.
   - Reading specialists make referrals for special services where necessary.
   - Counseling services are also available.
8. Film Services - A film series is being slated for retired persons and for students in the spring term.

9. Third College - Plans are being completed to secure enrollment of older citizens who reside in the Royal Oak Co-op apartments.

   - A number of short courses have been suggested.
   - Various refresher courses will be available.
   - Courses in self-improvement will be offered.
   - A course entitled Psychology of Aging will be scheduled.
   - Life-long learning experiences will be discussed.

10. Welcome Wagon - This organization is present on campus to provide unique community services.

11. Chamber of Commerce - Monthly meetings are scheduled on campus to bring the business community to the College.

12. Community Band - Students and non-students participate in rehearsals and concerts for both credit and non-credit.

EDUCATIONAL SERVICES CENTER at Royal Oak (A Slide Film Presentation)

A complete reconstruction and renovation of a former supermarket and a Salvation Army Citadel was accomplished to provide the following:

1. Student Services Center
2. Classrooms for credit and non-credit courses
3. Secretarial laboratories
4. Radio-TV-Audio/Visual-Speech facility
5. IPLL (Individualized Program Learning Laboratory)
6. Carrell Arcades
7. IRC - Instructional Resource Center

8. Meeting Rooms

9. Conference Facility

10. "Burst" facility for implementation of the Educational Sciences instructional model

COMMUNITY SERVICES PROGRAMS 1968-1972

1. Kellogg Community Services Leadership Program - 1969-72

This three-year project was funded through a grant from the W. K. Kellogg Foundation and has resulted in completion of an internship training for students within the Program and the on-going services of the Community Analyst who is presently employed at Oakland Community College as a Student Services Specialist.

2. Pontiac State Hospital Project

This program provided remedial course work as well as credit course work to Pontiac State Hospital patients for a period of two years in the area of mathematics, communications, and human development. The Program, additionally, was partially funded by the Office of Vocational Rehabilitation.

3. Oakland County Jail Project

This Program continued for one year in remedial as well as credit course work in the jail facility in the area of communications and mathematics. The Office of Vocational Rehabilitation also participated in this program.

"OUTSTANDING PROGRAMS OF COMMUNITY SERVICES: PART II"
WORKSHOP 4

Ms. Carrie Meek
Director, Division of Community Services
Miami-Dade Community College
Miami, Florida

Rationale: One of the major institutional goals of Miami-Dade Community College is to share the educational resources of the college with the community. Miami-Dade Community College has three campuses, North, South, and Downtown, and each campus has a Community Service or Special Programs division dedicated to: (1) assisting the community in the identification of educational needs, (2) assisting the community in meeting these needs, (3) sharing the educational resources of each instructional division at the college with the community, and (4) creating and serving new educational constituencies such as the elderly, incarcerated, and the handicapped. This abstract will briefly describe some programs, others are listed in a notebook prepared for this conference.

Abstract of Some Outstanding Community Service and/or
Special Programs at Miami-Dade Community College

1. Habilitation Programs for Exceptional Adults

This program is designed to increase the potential of mentally retarded and handicapped adults to live their lives in a community setting rather than an institution. The program provides:

a. Opportunities to develop academic and occupational skills to maximum potential

b. Opportunities for the development of social capacities and skills

c. Enrichment activities essential to the rehabilitative process

d. Creative use of leisure time in developing better community adjustment for the exceptional individual

2. Center for the Continuing Education of Women (CCEW)

This is a community-wide service to provide a comprehensive program to encourage women to continue education at all levels. CCEW:

a. Serves as an information and referral center to assist women in availing themselves of educational resources in academic, vocational, and self-improvement fields. Information is given through office interview, phone or letter, workshops and courses, and a quarterly newsletter, CUE.

b. Assists organizations interested in developing programs on Women's Continuing Education and can furnish meeting speakers, panels, and films

c. Concerns itself with the needs of business, industry, and the professions in this community for women entering or re-entering these fields as well as in the development of opportunities for part-time employment

d. Provides assessment interviews for women who are considering returning to an educational institution. CCEW also provides career training for women.

e. Offers a wide selection of non-credit seminars and classes designed to update the knowledge and skills of women

f. Offers a Listen and Learn cassette tape member ship program as an enrichment opportunity. Over 200 tapes in fields such as psychology, philosophy, religion, changing values, literature, humor, self-discovery, etc. can be borrowed or listened to.

3. Martin Luther King Storefront College

This storefront, located in the black community, serves as an Outreach Center designed to make the resources of the college more accessible to residents of the area. Main features of this storefront are:

a. Mini-library consisting of over 1,000 paperback books on black history, literature, art and culture, consumer education, and many others Books are borrowed, returned, and exchanged.

b. College information and referral: Community residents can walk in and receive information and advisement on college services and offerings

c. Cultural Programs: Film Festivals, Art Shows and discussions are centered around Black contributions to American culture.

d. Career information and job opportunities

e. Summer Lunch Program: A lunch and snack supplement is provided for young people in the area. Nutrition education is provided for youngsters and their parents.

f. Tutoring and classroom assistance: Adults who find it difficult to keep up with their classwork are given special help in basics such as reading, writing, and computational skills.

4. Community Art Series and Lively Art Series

Cultural Programs including both Performing and Applied Arts are provided for the community throughout the college year at no cost to the spectators. Community residents are encouraged to participate in community symphonies, chorus, opera, and community jazz band.

5. Outreach Center Programs (OCP)

Miami-Dade Community College has over 300 outreach centers. They are teaching-learning centers located in off-campus facilities with resources -- materials, aids, supplies, and instructional personnel -- supplied by the community college. Eventually, many Outreach students pursue work on one of the established campuses. All courses offered are academically equivalent to courses taken on campus. Course credits are applicable toward A.S., A.A., or A.G.S. degrees.

6. Outreach Skills for Incarcerated Adults

This is a Basic Learning Skills Program for inmantes of the Dade County Jail. Its objectives are to:

a. Provide a basic skill education program for adults incarcerated in Women's and Men's jail and Dade County Stockade

b. Provide learning centers at each facility

c. Provide individualized instructional materials, supplies and equipment for the learning skill centers for 250 inmantes with a full-time Learning Clinician in charge

d. Provide counseling and advisement for inmates and follow-up services

7. Programs for the Elderly

This program is centered on Miami Beach and in the Senior Centers of the county. Educational, recreational, and cultural activities are provided. Services include:

a. Companion Aide to Elderly Program (Senior Helpers): Senior Citizens are trained to assist elderly people who, because of physical disabilities, are unable to help themselves. This program is in cooperation with the American Red Cross.

b. Senior Citizens Non-Credit Classes: A variety of short courses and classes are provided for Senior Citizens on low incomes. The class fees are usually minimal.

8. Preparatory Strings Project

This program aims to start class instruction at an early age for children in string instruments of the orchestra and the basics of music theory. Classes are kept small and fees average out to about $1.00 an hour. It is a very popular program with more than 100 children participating. Concerts are given by these children throughout the community.

9. Basic Learning Skills Program

This program provides basic vocational communicative and computational skills to the disadvantaged who have not acquired them, age, racial, or ethnic background notwithstanding. Disadvantaged adults:

a. Assist in the planning and administration of the program

b. Receive counseling and information about available opportunities in education and employment compatible with their ability

c. Receive skill training in educational, vocational, and civic pursuits of their own choosing

10. Educational Talent Search

This program is designed to work with potential or actual drop-outs from the educational system. Objectives:

a. To discover and identify capable young people with post secondary education potential needing financial assistance and academic awakening

b. To open lines of communication between the exceptional needy and the opportunities for post-secondary education

c. To begin the process of discovery and encouragement early, thus making it possible to awaken students with exceptional need and talent

11. Summer Teen Employment Program (STEP)

This program attempts to meet some of the financial needs of local youth in addition to making them aware of the social, academic, and personal demands of higher education. The County Manpower Center places 50 - 100 students on our campuses each summer and the college provides meaningful work experiences and work-site supervision for them.

12. Homestead Air Force Base Center

An integrated program of credit classes if offered at an Air Force base near our South Campus. These classes enable students to earn an Associate of Arts or Science degree on the base in such areas as: Criminal Justice, Pre-Bachelor of Arts, Pre-Business Administration, Pre-Teaching, and related curricula.

13. Veterans Education Training Service

This service, provided in cooperation with the local Dade County Department of Human Resources, searches out all Veterans in Dade County, particularly minority Veterans, and informs and counsels them about the educational opportunities, both academic and vocational, available to them in the education community of Dade County. Assistance is given the Veterans in:

a. Processing paperwork to enter college

b. Obtaining verification on VA eligibility

c. Enrolling in workshops and seminars on problems confronting minority veterans such as bad discharges and separations other than honorable

14. Latin American Program

This program is designed to assist Cubans in adjusting to the American way of life. Special emphasis is given to:

a. English for the foreign born

b. Vocational-technical training

c. Enrichment and community adjustment

d. American political systems

e. Career information

All teachers in this program are bilingual and the instruction is given in Spanish. Instructors teach technical or key words in both Spanish and English.

"OUTSTANDING PROGRAMS OF COMMUNITY SERVICES: PART II"
WORKSHOP 4

Robert Leonard
Executive Dean of Community Services
Brookdale Community College
Lincroft, New Jersey

During the 1973-1974 fiscal year, the Division of Community Services is emphasizing its commitment to the Monmouth County community through the expansion of its total program. Approximately 350 F. T. E. will be generated this year by the various programs and activities of the Division. Four specific areas concern the Division.

Community Education and Cultural Programs

Human Resources Programs

Special Services

Community Science Services

Community Education's Summer '73 offerings attracted 486 registrants in 23 non-credit courses. The outdoor facilities at Sandy Hook State Park, where some of these courses were held, entice many summer-time fun seekers.

In the Fall of '73, 51 courses attracted 2,184 registrants. The Women's Center continues to respond to the expanded women's audience. The purpose of the Women's Center is to coordinate educational and special interest offerings available to the women of the county. Thus, it encompasses the areas of day-time, non-credit course offerings, employment opportunities, volunteer services, educational opportunities (credit), retraining programs, special interest conferences, and career counseling. Additional Fall '73 attractions included the Pupil

Transportation Certificate series. A successful Certified Professional Secretaries course was offered under the leadership of one of the College's secretarial instructors. Real Estate and Insurance Broker Licensing courses were also very successful. The World of Little People series attracted both parents and staff members of elementary schools. An Open Classroom Workshop attracted 103 elementary school teachers who wanted to learn how to organize an integrated program. Square dancing attracted 118 people. A Job Market Conference interested 164 attendants. The Monmouth County Nutrition Council co-sponsored a seminar entitled "Watch What You Eat", which attracted 98 persons. The Monmouth-Ocean Development Council joined with the Women's Bureau of the United States Department of Labor to attract 80 registrants to an affirmative action conference dealing with equality of pay and employment.

For the Spring, '74, the number of non-credit course offerings has increased to 67, and registrants to date total 509. It is anticipated that approximately 3,000 registrants will be realized. Seventy-one small businessmen convened for a Seminar co-sponsored by the Small Business Administration. Kids in Trouble, a day conference jointly sponsored by many county clubs and organizations, saw 130 concerned citizens discuss the juvenile justice system. A Career Workshop for Women provided information and guidance for women toying with the idea of returning to work.

Cultural Programs have attracted 5,727 devotees to fifteen different events. The most popular of these events were: a performance by the Dance Theatre of Harlem; poetry readings by Ann Sexton; and a live production of Snow White as part of the children's series of programs.

The Human Resources Programs conducted at the Community Learning Center in Long Branch recognized a most successful year. The Center's High School Equivalency Program provided county residents with an individualized learning program leading to successful completion of the G. E. D. or G. E. D. -S. examination. The program serviced drop-outs from ten local high schools and adults who desired to obtain an equivalency diploma for educational careers, and/or personal reasons. Adult referrals from service agencies included the Welfare Department, W I N Training Program, MCAP, Department of Community Development, N. J. Rehabilitation Commission, Youth Horizons, Neighborhood Youth Corps, and N. J. State Training and Employment Services. The Program includes such ancillary services as career and personal counseling and the availability of a welfare caseworker two mornings weekly. In addition, 40 individuals participated in the Welfare Training Allowance Program which realized for them a training allowance from the Welfare Department while studying 25 hours per week in preparation for successful completion of the G. E. D. or G. E. D. -S. examination. Campus support services for the program included liaison with the Admissions Office and the Financial Aid Office, and the Career Services Center. The Learning Center is also a Walk-in Testing Center which provides flexible G. E. D. and G. E. D. -S. examination five days a week and one evening. One hundred forty-nine of the Center's graduates were recognized at two "Impossible Dream" ceremonies.

The Center administered an individualized English As a Second Language Program four evenings a week to non-English speakers with varying skill needs. The E. S. L. Program was an integrated component of the bi-lingual G. E. D. -S.

Preparatory Program. A week-long conference for E.S.L. instructors was held in August. The objectives of the conference were to demonstrate new E.S.L. techniques, including situational reinforcement which is utilized in the Center's program, and to provide cross-cultural communications workshops for school personnel working in the Spanish Community.

A number of funding proposals was submitted to both State and Federal Agencies. Adult and Continuing Education funded the Adult Basic Education proposal for $10,800.00; the Combined High School Completion Program in English and Spanish Completion Program for $27,700.50; the Neighborhood Education Center Program, Department of Community Affairs, for $61,900.00; Community Counselor, Department of Community Affairs, Title 1, for $15,100.00; and, Department of Education, Division of High School Equivalency Flexible Testing Center, Chief Examiner, for $7,022.00.

Following nine months of conferences and planning, a major breakthrough occurred with the signing of a contract whereby Brookdale assumed all of the freshman and sophomore level collegiate instruction at the Fort Monmouth Education Center beginning September, 1973. Included is a provision whereby Brookdale will accept up to 21 hours of resident and correspondence armed forces educational experiences toward the Business Program - A.A.S. Degree. The remaining 39 hours for the A.A.S. Degree will be offered at the Education Center. This contract stipulates that we will provide counseling services at the base and register students there. A special brochure promoting this program has been developed and printed.

Brookdale has obtained designation as a Servicemen's Opportunity College. This is a plan sponsored by the Department of Defense and the A. A. C. J. C. whereby programs are developed to aid the servicemen in earning and transferring College credit.

The Special Services area arranged for some 1,000 faculty and administrators from 60 secondary and post-secondary educational institutions to tour the campus and visit with members of the staff. Approximately 40 members of the Speakers Bureau spoke to a total audience of over 6,000 members of various county schools, churches, libraries and service organizations. The campus facilities were utilized by over 50 community groups and organizations which brought over 16,000 people to the campus for various events.

Four new extension centers for credit courses were established for the 1973-74 academic year at Henry Hudson Regional High School, Manasquan High School, Asbury Park Library and Old Freehold Library, bringing the total to 16.

Once again, the Great Decisions Program has attracted over 100 members of community groups and interested citizens to discuss current foreign policy issues. This is an eight week, non-credit informal study and discussion program sponsored nationally by the Foreign Policy Association, and locally (Monmouth County) by Brookdale.

The College Level Examination Program is administered through Special Services since the College has become an official open test center. These examinations are administered monthly on the campus.

An information center for Thomas A. Edison College, the State's External Degree Program has been established within Special Services. Counseling and

preliminary educational evaluation are available.

The Sandy Hook Environmental Program continues with enthusiastic support by 24 cooperating school districts. Approximately 6,000 elementary and secondary students and 400 teachers are being serviced at the Sandy Hook Field Station during this year. Integral to this were the annual fall and spring workshops.

Significant to the Sandy Hook Environmental Education component of Community Services has been the communication with the National Park Service as it moves to include Sandy Hook State Park in the Gateways National Recreation area. A preliminary meeting and communication has provided assurance of continuation of Brookdale Programs. A more formal agreement is almost completed.

Beyond activities directly related to the Field Station, the Environmental Education Program sponsored a one-week Environmental Education Program for Spanish speaking students in which bilingual curriculum materials were developed. Additionally, a teacher in-service training program was initiated to identify Monmouth County out-of-class resources. Beyond the valuable experiences gained by the participating teachers, a guide to Monmouth County out-of-class resources for teachers has been published by this Division.

Beginning in the Fall of 1973, the Older Adult Retraining Program (Project OAR) was initiated. This is a State funded project under N.J. State Office on Aging (Title III of the Older American's Act). 37 courses featuring nutrition, psychology, physical activities, dressmaking and personal finance are conducted in numerous community facilities. These facilities include community centers, court rooms, churches, housing projects and Salvation Army centers. Approximately 705 elderly county residents are actively involved in Project OAR at

Brookdale. Professional groups of lawyers, optometrists, dietitians and nurses have spoken to many senior citizen groups through this project. Learning Packages are being developed for use in leadership training for senior citizens organizations, and for congregate meal programs for elderly residents in the County and State.

Additional activities conducted by Special Services include the Campus Master Schedule Calendar, Food Service Coordination, Commencement and the annual Founders' Day celebration.

A home-study continuing education program for county-registered pharmacists is currently in the planning stage. These continuing education credits are mandatory for annual license renewal. Each audio-tutorial unit presents a basic review of background physiology prior to the pharmacological principles and practical application.

FACULTY FOR COMMUNITY SERVICES
WORKSHOP 5

by

Dr. Gunder A. Myran
Dean of Instruction
Rockland Community College
Suffern, New York

The November 1973 AACJC Assembly had as its theme, "Educational Opportunity for All: New Staff for New Students." The Assembly emphasized staff development, a term applicable to whatever a college does to enhance the competencies of its administrators, faculty members, technicians, secretaries, maintenance and security personnel, and other staff members. "In a most critical sense", the report of the Assembly states, "a college staff is the expression of its purposes, the collective manager of its missions." Further, it states:

> Our student clientele no longer fits the "collegiate" stereotype, if indeed it ever has. Increasingly, the new students reflect the diverse cultural, ethnic, economic, and social diversity of the total community. "New" staff for these students means, among other things, special opportunities for skilled and hard working incumbent staff to develop special sensitivity to the changed needs of students and new skills to assist their learning.

We could see the topic of this workshop, Faculty for Community Services, as an extension of the assembly theme. Those faculty members who serve our community services programs, drawn from our present full-time faculty and from a reservoir of talented resource people from the community, truly represent collectively "new staff for new students." And the unnatural grouping

of the credentialed and non-credentialed, the maverick and traditionalist, the full-timer and part-timer that constitutes community services faculties will need to be involved continuously in programs which enhance their individual and collective competencies.

The first major group of faculty members for community services is the incumbent full-time teaching staff of the community college. These faculty members become involved in community services in three basic ways:

> Curriculum development and change: shifting courses and programs from a classroom to a community-based orientation, creating new curricular opportunities for specific new clientele such as senior citizens, women, etc.
>
> Teaching of credit and non-credit classes: serving in a direct teaching capacity in various community services programs.
>
> Individual community services: serving as a consultant to community groups, involvement in community improvement efforts, membership in civic groups, etc.

Not all full-time faculty members are interested in becoming involved in community services activities, and in most community colleges they are not under compulsion to do so. In a small but growing number of institutions community services activities are assigned as a part of the faculty member's regular load, but generally these assignments are taken on a voluntary basis with a separate, although usually modest, salary arrangement.

If, in some mythical community college, all members of the full-time teaching staff suddenly began to compete to see who could become the most intensely involved in various community services programs, this development

would not necessarily be greeted enthusiastically by the community services director. Community services personnel tend to select only certain full-time faculty members for community services programs, judging that others do not have the experience, attitudes, or skills needed to work with community groups or with adults. In fact, some community services directors have essentially given up on the full-time faculty, preferring for all or most programs to involve practicing community experts from various fields instead. This feeling on the part of community services administrators is widespread and, in view of a general trend toward community-based programs in community colleges, has serious implications for future community college staffing. Will staff development activities of the type envisioned by the ACCJC Assembly really help incumbent staff members to become a part of the "new staff for new students," or will the resistance and complacency on the part of a substantial portion of the faculty on the one hand, and the impatience and action-orientation of community services directors on the other hand, combine to further isolate full-time faculty members within a campus-based fortress college?

The apparent and increasing tension between these two groups-full-time faculty members and community services personnel - should be taken as an indication of significantly divergent views of the future of the community college requiring dialogue and study both nationally and within each institution. There are a number of issues to be addressed by such a process of dialogue and study. These include:

1. What should constitute the non-teaching community services responsibilities

of the full-time faculty member (i.e. curriculum development, individual community services, community services committees, speakers bureau, etc.), and how should the scope and excellence of involvement be measured and evaluated?

2. What should be the role of individual faculty members, department or division chairpersons, and community services personnel in selecting faculty for community services? How does seniority and teaching competency interact?

3. How can the board of trustees, president, and college administration become directly involved in designing staff development activities that enhance community-based education and community services?

4. Should community services activities become a part of the expected regular duties of a full-time faculty member?

5. Should the reward system of the college place greater emphasis on the involvement of faculty members in community services activities?

A second major group of faculty members for community services is part-time resource persons from the community who share vocational or avocational skills with students. Community resource persons may teach either credit or non-credit classes, or may serve in consultative or other non-teaching role The involvement of such persons goes more easily with the grain and style of most community services programs, and does not generate the tugs and pulls associated with the use of full-time college staff members. The basic issue is that of teaching ability. A number of approaches have been devised by community colleges to orient community resource persons to teaching, including the use of audio-cassette instructional programs (sometimes prepared locally by the community services office), self-instructional materials on course development, team teaching arrangements with full-time staff members, and seminars on teaching adults. Community resource persons represent a tremendous asset to

the community services program, and a revitalizing influence - a breath of fresh air - for the community college as a whole.

The methods by which staff development may be carried out are as varied as those methods available for community services programming. The organizing framework for such a program could also take many forms, but one approach might be to plan around these major themes:

1. New Clientele (women, older persons, handicapped persons, institutionalized persons, etc.): what are their needs, how do they learn, what specific programs are possible...

2. New approaches (self paced instruction, use of media, simulation and gaming, etc.): how to do it, how to incorporate into actual programs....

3. New places (utilizing extension centers, factories, shopping malls, etc.): creating community linkages, the politics of community-based education....

Although these topics could be explored in general terms, a staff development project is probably more likely to have impact if it is tied directly to an ongoing or developing community services program. While group meetings of various types might be helpful, one-to-one dialogues between a person skilled in a particular area and a person interested in developing skills in that area can also be highly effective. Given the massive undertaking a staff development project represents in larger institutions, it could be useful to view the project as a two or three year cycle in which certain aspects evolve during specified time periods.

A discussion on faculty for community services is, to some extent, an excursion into the unknown. The future of community services staffing is not

entirely predictable, and this may no doubt cause some anxiety for those involved. Yet if we agree that the faculty is a primary expression of our purposes, the collective manager of our missions, we must continue to be creative in our staff recruitment and development. We need to have dialogue, to exchange views, to learn from one another, to more clearly understand the future of the college and our mutual roles in it. We need to find ways to share ideas and develop new competencies together. It may be that we should accept staff development as a first-rank priority and give to it the same commitment we accord other programs or curricula.

"SPECIAL PROGRAMS FOR SPECIAL PEOPLE: PART I - SENIOR CITIZENS; WOMEN" WORKSHOP 6

Dr. Richard Feller
Director, Area Agency on Aging
Kirkwood Community College
Cedar Rapids, Iowa

The Community College, as a comprehensive institution, offers a wide spectrum of potential services to the communities which it serves. Accordingly, the term "Community or Educational Services" is being more widely interpreted today than at any previous time in the history of higher education. If the philosophy underlying the development of the community college (to meet the needs and interests of the communities which it serves) is to remain valid, then the two year institution should thoroughly explore its potential role in areas other than just traditional education. One such exploration area is in providing service to senior citizens.

Two years ago, Kirkwood Community College, Cedar Rapids, Iowa, discovered the desire of a vast majority of it's 45,000 citizens who were over the age of sixty, to continue contributing to society by sharing experiences and expertise developed during pre-retirement years. They further desired to assist in the development of programs and services for themselves, rather than to have such decisions made for them by persons yet to experience retirement years.

Creation of the Kirkwood Office of Retirement Education and Other Opportunities demonstrated the vitality and interest of senior citizens in the seven counties that the institution serves in these areas. More than 80 courses in an

elderly curriculum were developed with more than 2,200 senior citizens enrolled. A newspaper, written and edited by senior citizens, was mailed to 33,000 elderly persons on a monthly basis. Development of a Senior Speakers Bureau was further evidence of this interest.

However, experiences generated by OREO as well as other existing community offices providing services to elderly indicated that several problems were not being addressed. These included: Duplication of service effort offered elderly by existing offices, frequent lack of coordination between existing programs, insufficient knowledge of specific elderly needs and which needs were not presently being met, as well as inability to generate dollars for necessary elderly service programs in small rural communities.

A grant proposal encompassing these problems was subsequently developed by Kirkwood Community College. The proposed program was funded April 1, 1973, under the Older Americans Act by the Iowa State Commission on The Aging. The funded program calls for the establishment of an Area Agency on Aging to be housed at Kirkwood Community College.

Essentially, the Area Agency on Aging (AAA) is structured to be a planning, coordinating, funding and monitoring agency for elderly programs in the seven county area served by Kirkwood Community College. Under its auspices, Information and Referral, Transportation, Congregate Meals, Senior Employment.. have been developed.

The advantages of an Area Agency on Aging based at a community college are many. The AAA is housed within a legislatively established institution having a guaranteed source of funding via taxing power delegated to it. In addition, the

majority of two-year institutions also have access to computer resources, a graphic arts or publications office, printing capability, fiscal accountability, meeting spaces and trained personnel available to render technical expertise.

The Area Agency on Aging at Kirkwood Community College operationally demonstrates that the community college can be relevant to its community not only in terms of serving educational needs but also in reference to assisting in the planning, funding and coordination of community total life needs as well.

"SPECIAL PROGRAMS FOR SPECIAL PEOPLE:
PART I - SENIOR CITIZENS; WOMEN"
WORKSHOP 6

Ms. Beatrice B. Ettinger
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Valencia Community College
Orlando, Florida

In looking at the title of this workshop, the immediate question that comes to mind is, "What makes women special people?"..."Why as such do they need special programs?" Although much has been said on the subject, there are still many angles to be explored. We hear constantly of the psycho-social factors that cause a woman to seek changes in her status and recognition of her abilities... but we don't hear much about how to reach the woman who has recognized a need, but not identified what it is nor where to seek answers to her problems. Many of these problems are still in the form of vague feelings of dissatisfaction, restlessness and boredom. This woman is very special, and needs special help...we'll talk about her later.

There is another woman, the woman who knows that her family needs a second income in order to maintain its desired standard of living in this inflated economy. She knows she must find a career...but she has little confidence in her ability to do so. She doesn't know what she wants to do, needs career ideas and some training or education to make her employable.

Alvin Toffler, in a recent television interview, said that education has treated women in a special way, giving them very narrow choices and few alternatives as to what they could be: the stereotypes of wife and mother, teacher...

secretary sort of thinking has been promoted in text book, curriculum and counseling for generations. Today's woman finds it a fact of life that running a household and raising a family is not necessarily consuming all of her time. Since the average American woman has her last child at the age of 26 and lives to be 74-plus, whe must decide how she is going to spend 30 to 35 years after the family needs her less and less.

Whether she is the first woman we mentioned who needs some fulfillment and purpose...or if she is the second woman who needs career ideas to help with family support, she must recognize that work is a part of life for women as well as men. Recent figures show that the woman who has never married works on the average of 45 years of her life...the married woman who has no children works an average of 35 years...the woman with two children works an average of 22 years and those married and with families of four or more children work an average of 17 years. One out of every eight families is supported by women...six million women support families by themselves.

Women have been raised with a cultural pattern in America based on the belief that being female they are best suited to be wives and mothers and to follow domestic pursuits. Our girl children are still being raised to play with dolls and taught that baseball teams and such are for their brothers. Many families still feel that a man's education is more important than a woman's. Of the top 10% of women in the highest intellectual level (over 120 IQ) only 1/3 finish college...and many women have been taught that "it isn't too smart to be too bright." The number of women in professions such as medicine, law, architecture, engineering, etc. is much lower in this country than in most of the countries of Western Europe.

I don't think there is any need to elaborate further on the factors that combine to create all of the problems and frustrations women feel. Most of your schools have probably already established special programs for women. In this area of Central Florida seven years ago there was no place for a woman to turn for special guidance, referral and courses, with the exception of private counseling which was costly and really provided only emotional and psychological support. It was then that a group of women, many of whom had themselves sought to continue their education well after maturity...usually when their families were grown... founded the Council for Continuing Education for Women of Central Florida. With the support of established women's organizations in the community, they opened a central office where a woman seeking to continue her education at any level, academic or vocational, could receive counseling, guidance and referral to the school, college or university in the area that could best fill her needs. Most community college counselors are geared to the young person who enters the two year program right out of high school. The counselors in the CCEW program (all volunteers...most with professional background) were specially trained to offer understanding and support to the woman who sought them out. Our most successful counselors are women who themselves continued their education after maturity and can, by example, encourage others to do so. They know about the problems of raising the family, running the household, coping with the husband or lack of husband as the case may be. They have studied and surveyed and become familiar with course offerings and career opportunities. They do creative thinking and keep an eye and ear open to all new ideas for jobs and professions, and especially try to stay away from the rigid stereotypes of the past. Some testing

is offered...the Strong Vocational profile for Women, and the Myers Briggs. Over 3000 women have been counseled since the office first opened in 1967 It soon became apparent that the women who sought the services of the CCEW wanted more than the supportive services offered...they were asking for some courses for cultural enrichment that were not available in any current adult education offering in the community. If they did not want to sign up for credit courses or full term non-credit courses...there was nothing for them. The Council, in cooperation with the educational institutions, began to sponsor short seminars... usually four sessions...in various disciplines.

Thirty two courses have been presented...most of them very successfully What makes the difference between a course and a successful course? (I define successful as one that is well attended and highly rated by those who have attended and evaluated it.) The successful course for women must be tailored to their needs and interests; it must be given at a convenient time and at a place that is easily accessible. The woman who is not working usually prefers morning hours. The woman who is working must be highly motivated...because her courses have to be held in the evening, and she has to attend after a long day at work and then probably some family responsibilities at home.

How does one decide which courses to present? Many factors enter into consideration...and some of it is done by the "seat of the pants" method. Being familiar with the community, its interests and its needs is a first consideration. We use feed-in from sponsoring organizations and make constant surveys of could-be or would-be students...and, of course, when we hear of a successful effort by some other group, we are not above copying it, with some variations to suit our purposes.

Having decided on the course...how does one find the participants? Again, no single method will always work...and just because something is successful the first time doesn't always guarantee a "fool-proof" repeat. At the start of this session I mentioned that CCEW began with the help of existing women's organizations in the community...we are still sponsored by 16 groups. They send liaison members to our monthly board meetings...they invite us to present programs to their membership and they publicize our courses in their bulletins. We have had strong support from the "Women's Page" of our local newspaper... and find that a good write-up will fill almost any interesting sounding course. We have an extensive mailing list made up of people who have taken our courses in the past and who have indicated an interest in continuing education. We make use of radio and TV for panel presentations and brief spot announcements. One major consideration we have found is the fee for the course. We have kept our courses short...have involved many "visiting professors" who have donated their services... and have managed to keep the fees low. Most of our courses are offered for $5.00 or $10.00. We have found through experience that women are more hesitant to sign up for a long course...they feel some home responsibility or perhaps a child's illness might prevent their attendance...and they don't want to pay for something that they might not be able to complete. However, if the fee is a small one, it is not difficult to fill the class.

Last September, Valencia Community College opened a Center in downtown Orlando. The community services program of the college has its headquarters in the Center, and was established to reach out to minority groups in the community, one of which is women. The college had worked closely with CCEW since its

founding and was always one of its institutional sponsors. Valencia Community College and CCEW had co-sponsored courses and the college counseling department had helped CCEW develop its testing program. The decision to jointly sponsor the women's programs at the Center was almost like a couple who have "gone steady" for a long number of years and finally "tie the knot." We are still on our honeymoon. We think so warmly of each other that we went up in flames early in December...and the fire caused much damage and the loss of many records. However, we have been most successful despite that set-back. There is a delicate balance to be maintained with two autonomous groups working cooperatively, and thus far no one has tipped the scale. The college has the advantage of a going and growing program already established in the community... CCEW has the advantage of the support and prestige of being an integral part of the community college.

Any successful program must look ahead to the future and plan, predict and project. Much of what we do is based on the changing role of women...and those changes are still going on. Much is based on the changing family status and alternate lifestyles that are being tried by some and thought about by others. Biomedical projections offer the probability of longer lifespans and it is predicted that both men and women will have more energy and better health for a longer time. Since women are living today at least seven years longer than men... what we now think of as their middle years will be considered on the young side. The changes that have taken place in women's lives are the result of many things... but technological advances have helped to release them from many burdensome chores that were time consuming. We are concerned about the world of the

future...about population problems, environmental problems and other major areas of human concern. All of these are going to affect the role of the woman in society, and we believe that women will lead the way to new designs for better and more fulfilling lifestyles.

"SPECIAL PROGRAMS FOR SPECIAL PEOPLE:
PART II - DISADVANTAGED; ARMED FORCES - VETERANS"
WORKSHOP 7

Army Daniel, Jr.
Director, Special Services Project
Alabama Agricultural and Mechanical University
Normal, Alabama

Books have been written and a lot of phrases have been coined about how we can best educate this group or that group, this segment of the country's population or that segment of the country's population. We even have experts advising the experts on how one can best educate the "disadvantaged." I assure you that this paper is not going to be more of the same.

There is an ever-present challenge for us to break the cycle of ignorance and send forth once and for all a group of well prepared students, whatever their majors or interests might be, who not only have a functional knowledge of the world but also know how they fit into it.

College teachers still blame high school teachers, and high school teachers are still blaming junior high school teachers and junior high school teachers are still blaming elementary school teachers. It would be fair to say that the elementary teachers are blaming the kindergarten teachers and the kindergarten people are blaming the parents and the home environment. So there we have it - a lot of finger pointing but the vicious cycle continues. We must mount an attack on this system of the blind leading the blind. First, we must admit that it is not the fault of any single segment of the whole educative process but it is all our fault.

Secondly then, having admitted this, that gets us past the small talk and the finger-pointing stage. Our goal is to raise some of the issues that provide

some insight into how we share the responsibility for this common problem and more specifically, how we are going to get involved and some of the common solutions. Who are the disadvantaged? I think we should be honest from the outset and say the word disadvantaged often gets translated as black. Now enough has been said about that once we make the statement.

Students coming to community college campuses today have had an overdose of traditional education. Investigations show that nearly half of the students who come to the various campuses on which we work and enroll for the first time will be dropouts by the end of their sophomore year. Studies also reveal that these casualties get multiplied among the groups that we call the disadvantaged. There are still large numbers of students coming to our campuses who have special kinds of problems, whether we want to admit it or not, and whether we want to accept the responsibility for it or not. Some of these problems are a result of poor preparation, lack of good counseling, lack of reinforcement at home, or lack of community interest.

I am going to talk about four programs, briefly. There are many others, but the four that I am going to talk about deal specifically with trying to solve some of the problems under the general heading that we have - Special Programs for Special People. I am specifically going to talk about the disadvantaged, low income kind of student. When I use the term student, it is not to define a person between the ages of six years and twenty-two, about the age they get out of college. Student to me is an individual who is in the process of learning, whether he be six or sixty, sixty-five or seventy. It is unimportant as to age.

As we all know the young adult is very often unpredictable and none of us are equipped to foretell the future. We must not, however, use this as an excuse for inaction. We must move forward on the premise that the students who come to us with a lable of disadvantaged are just as teachable as those who come to us having had all of the pre-tests, all of the advantages of a good library, good counseling, or good whatever. Somehow we must be sure we son't use the term disadvantaged to mean unteachable; that we don't use the term disadvantaged to mean a lack of intellectual potential. The term disadvantaged in my definition is a term used to describe an individual who, for whatever reason, has been deprived of certain experiences that might have given him a headstart.

A student who has never had to fight his way on the street, but who has always had all of the necessary tools to prepare him for a liberal arts education, in my book is disadvantaged. He has somehow missed the opportunity to find out what the real world is like so that survival to him on the street would be just as big a problem as having been taken from the ghetto, from the backwoods of some of our rural areas in the country and thrust into an environment in which he is expected to achieve along with all of the students who have gone to prep schools. The disadvantaged label would be the same. The difference is in who defines disadvantaged, and therein lies the problem. A student who has never seen a ship close-up isn't very likely to be able to define which is stern and which is bow, etc.

By the same token, some of these same students that we are saying cannot learn mathematics could in a given day in a given dice game tell you who he is fading, who he is betting on the make, betting on the come and betting on the bar.

He has faded a whole group of people all around the circle and he knows when he has won. So you tell me that he knows that a four and a ten are harder to make on a dice than a six, nine and five. He knows something then about probability; he just isn't calling it probability. He is calling it something else. The idea is that whether or not an individual is intelligent enough to learn is not necessarily confined to formal classroom setting where we tell him how many tables he must learn. He might not know all about the economic structure of this country. He might not know about inflation and a lot of other things, but he knows that when he goes down there to try to buy food that it costs him a lot more percentage wise of his income than some of the individuals who are in a higher income bracket. Therefore he wonders whether or not there is something wrong with our total structure. What then are the programs that we would like to examine? Special services, upward bound, talent search and a freshman studies program based on these.

Quite hurriedly then, the first of these that I would like to look at is the upward bound program. This is perhaps one of the most misused programs in the country. We took a look at the statistical data last year after nine years of upward bound activity in this country. It was a program designed to take the students where the headstart programs left them and move them through a series of college preparatory or post-secondary preparations so that they would be able to cope with college life. It was a sad set of statistics because they said something like this - With millions of dollars being put into that program since 1965, only one percent of the students involved had achieved any kind of success past the post-secondary school level. We had only one percent of all of these "disadvantaged

students" who came through all the upward bound programs throughout the country graduate from college. That is not exactly a true picture of what had happened to the students, because a lot of them finished courses in the vocational areas and a lot of them became gainfully employed. If you look solely at the college graduate statistics, those statistics would be misleading. On the other hand we have not given a very good account of ourselves in the upward bound programs because we took the students off NYC and put them on the upward bound and took them back out of upward bound and ran them back through youth programs again.

The next program, the talent search program, is a program designed to get out into various high schools and junior high schools and locate students who are in the schools but are underachieving; or to go into the various communities and find students who have dropped out of school. These students might have been the students, who in the case of females, became premature mothers, and in the case of the males dropped out to work to help supplement the family income.

This program is often confused with the upward bound program since the talent search program is designed to find students of high potential who because of financial reasons or for other reasons had to drop out. They have not been the same as the high risk upward bound student that you started out assuming was an academic risk. There is a difference. Some project directors make no difference in the two populations of students and a lot of problems have been generated as a result of that.

The third program is the special services program. This program is a college-based program that was designed originally, instituted and funded for the first time at this country in 1970. The special services program was designed

to take the students who came through the other programs but who needed additional help in making adjustments to college.

These students were on all the campuses that had really made the commitment and were guaranteed two years of college training. That is what the program was designed to do. Meaning that for the first time we thought we had closed the revolving door. Here the student would at least be in school for two years and during that period intensive counseling, tutorial help and all the things that we thought would be the formula for making him succeed would be available.

What is now wrong with the special services program? Three-fourths of the colleges and universities in the country which have special services programs have beautiful programs on paper but they lack commitment.

We recently finished reviewing proposals for the hundred and eighty-eight projects in region four. That is the region that encompasses Alabama, Georgia, Kentucky, North Carolina, South Carolina, Florida, Mississippi, Tennessee. What we have found is that three-fourths of the schools that were conducting special services programs were still perpetuating the revolving door.

We have reached a point where we must now ask if we are really doing anything for the disadvantaged student. That question is a little harder to answer than whether or not we are doing anything at the universities and colleges and trade schools to establish an innovative curriculum. Sometimes we confuse an innovative curriculum with an open door policy and somehow it later gets translated as a revolving door.

"SPECIAL PROGRAMS FOR SPECIAL PEOPLE: PART II - DISADVANTAGED; ARMED FORCES - VETERANS" WORKSHOP 7

Lee J. Betts
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Six and one-half million veterans have returned to civilian society from the Vietnam era. 330,000 are receiving disability compensation. A disproportional percentage were from minority and disadvantaged backgrounds. Over 25% are estimated to have serious academic deficiencies. Unemployment is high, particularly among younger veterans. Educational benefits are inadequate. Today there are approximately 400,000 veterans in community colleges.

Over a period of three years one million men and women enter the armed services. The all-volunteer services maintain 2-1/4 million persons under arms. An increasing percentage lack a high school education. A large percentage are from minority backgrounds.

PROGRAMS FOR SERVICEMEN

The Servicemen's Opportunity College is an informal consortium of 135 community and junior colleges, all of which have agreed to change their policies and programs to assist active-duty personnel. A cooperative venture of the American Association of Community and Junior Colleges and the Department of Defense, SOC is now being extended to four-year institutions by the American Association of State Colleges and Universities.

PREP. Over one hundred colleges throughout the nation sponsor Pre-Discharge Education Programs in cooperation with military bases. This program, funded by the Veterans Administration, trains thousands of servicemen with academic deficiencies and those lacking high school education.

Other programs for servicemen offered by community colleges include: associate degree completion programs in cooperation with the Navy, off-duty educational courses, vocational and technical training programs.

PROGRAMS FOR VETERANS

The Veterans Tutorial Assistance Program (paragraph 1692) and the Veterans Refresher, Deficiency Training Program (paragraph 1961) are two free entitlement services which many institutions provide.

Veterans Upward Bound and Talent Search Programs are sponsored by approximately 60 institutions throughout the nation. Future funding is uncertain.

Veterans Cost-of-Instruction Program (VCIP) is a special program providing a wide variety of services to veterans at approximately 1,000 institutions. It is funded by the U. S. Office of Education and will probably continue through the next two years.

LEGISLATION AND FEDERAL PROGRAMS

The House has completed action on new revisions to the G. I. Bill. Key provisions include: An increase in basic benefits of 13.8%, extension of entitlement from 8-10 years, amendments to certain vocational and technical courses, significant liberalization of the V. A. Work-Study Program.

The Senate is presently holding hearings on a comparable bill. It will probably propose a higher benefit level and may include a variable tuition supplement. The House is also considering a variable tuition supplement in

separate hearings.

In separate action $25 million has been appropriated to continue the VCIP program during the next fiscal year. The administration has indicated it will cut this amount by 5%.

The AACJC Program for Veterans and Servicemen which has been sponsored by a grant from the Carnegie Corporation of New York since 1960 will probably be terminating on July 1 of this year. The staff extends its warm appreciation and congratulations to all college staff who have supported this venture.

SOURCES OF FUNDING FOR COMMUNITY SERVICES
WORKSHOP 8
YOUR PROPOSAL
"What They See is What You Get!"

by

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The following factors are highly important in Community Service project grant decisions.

PURPOSE: Any government funding proposal must first of all match the legislation and other guidelines on which it may be based. Foundations, too, sometimes have written guidelines which applicants must meet. The task is to specify carefully the community problem being considered and meticulously delineate the purpose of the project designed to meet that problem, being sure it is a proposal that matches the funding organization's goals and interests.

Changing personnel and unclear national direction, however, may delay establishment of government guidelines and hold up decisions for long periods. Also, the objectives of organizations and agencies change and flow over time. It is important for the applicant to keep up-to-date, knowing funder purposes and trends, seeking support from the sources with kindred current purposes.

COMMUNITY NEED: The challenge to community groups writing

proposals is to document need fully but concisely, letting the facts express human want, rather than depending on emotional description. Well expressed facts usually can carry their own tugging emotional urgency.

ACCOUNTABILITY: A level of applicant accountability, adequate to meet legal obligations, seems to be an essential prerequisite in the minds of funding organization decision-makers. Beyond that level, most funders do not want to impede applicant groups with burdensome requirements.

Funders may weigh an applicant's degree of accountability strongly, up to a needed level. Accountability is described simply as responsible accounting, particularly of funds.

All funders are concerned about good practices. Audit exceptions not only give problems to the project involved, but also affect potential funding for any future project.

COMPETENCE: Accountability may be part of a larger concept, the competence of the applicant group. Zurcher and Dustan described it in their book, The Foundation Administrator, as "betting on good people."

FEASIBILITY: Having enough manpower, money and materials to do the job is practically equal to competence in importance in grant decisions for community projects. However, we must recognize that it is difficult to predict feasibility of a project in the Community Service field. On the other hand, the necessities do not have to be on hand at the time of the proposal. Specification is essential in a project plan, but availability at the time of application is not that important. Rather, assurance that they can be recruited upon approval is important.

PROJECT LOGIC: Whether method "A" can reasonably be expected

to achieve intended result "B" must be clearly demonstrated.

PROBABLE IMPACT: This can be conceived as the project's ultimate effect on human lives. In other words, the project may have an impact (1) on the lives of the target population, i.e., those directly affected, or (2) on the general public. What's more, there could be a new-knowledge impact, extending influence of a project over many years.

LANGUAGE: The proposal should be in the terms of the community group applying for funding. The professor and the neighborhood worker may be expected to use different terms, but both must express the problem, the project and the request in concise, explicit language.

BUDGET: This has a definite relationship to the funding decision, for many foundation and governmental agencies give only within the range of their usual amounts. Particularly in smaller foundations, funding a project may also depend largely on the balance on hand at decision time, after the funding of other projects.

To a large foundation, on the other hand, the amount of money needed for a project is often not crucial. The idea is the important element--i.e., purpose and plan. Budget is the last look.

Previous grants give good indication of amounts that will be considered. Timing may also be important in that some agencies, particularly smaller ones, allot funds only at certain times of the year. The fund director is usually glad to advise on timing of proposal preparation.

Government agencies have slightly different concerns. Occasionally, they are embarrassed with unspent funds on hand for specific purposes. Delays in re-writing and required procedures can postpone implementation.

The suggestion is to start early with government agencies, keep two-way contact, and persevere in follow-through.

COMMUNITY SUPPORT: Interviewees suggested that this criterion also varies with the type of project as to its importance in the grant decision. Some projects are of such a nature that they can only succeed if community support is solidly behind them.

MEASURABILITY: Some funders insist on measurability, and others feel that results of some of the most important projects cannot be appreciably measured. Not all things worthwhile necessarily lend themselves to measurement, especially in the short run.

Government agencies generally insist on an evaluation plan being built into the proposal. A reason for this insistence is that the project leader keeps centering on the purpose of the project rather than the process. I personally would suggest having a complete plan of evaluation in every project whenever possible.

MATCHING FUNDS: These are not as important to funders as are the prospects of community funds to continue a project, once initiated. When the community continues the project with its own resources, then the taxpayer gets his money's worth and maybe some extra. They receive a bigger bang for their buck. Yet grass roots money for programs is important, even before a project begins. The fact of people investing even small amounts of their own money, according to their ability, has an effect on securing grants. Federal government money is usually allotted in proportion to matching amounts from state and local sources. Often the matching amounts can be in kind: voluntary work, facilities, supplies, donated goods, or other essentials

of worth.

CONTACT: This criterion evokes mixed feelings. Personal vibrations usually are not a good way to judge whether something is likely to work well, as is evidence of competence, leadership, etc. Yet personal contact with the applicant is of real importance in grant decision making. Site visits by an assigned principal reviewer are almost routine with many agencies.

INNOVATION: It can be surmised that foundation and governmental personnel in general like to feel that their agencies provide the ingenuity for progress and new learning in the Community Service field. On the other hand, particularly with the new tax laws, a feeling is expressed that foundations cannot hazard contributions to causes that may jeopardize the foundation's tax-exempt status. Indeed, some are most conservative while others urge government and private support of community initiative and power.

Government initiative has been leading the way in some areas of Community Service. A few Federal programs require innovation for projects to be considered. On the other hand, some areas in which government is now encouraging innovation were pioneered initially by foundation-funded projects.

WORKING RELATIONSHIP: Agencies are more assured if they know from past experience what the applicant is capable of doing. Applicants with an established track record apparently get funding easier in most cases. Therefore, a close working relationship is important in acquiring grants and establishing credibility.

ADVOCATES: Usually advocates are important only as evidence of competence, credibility, etc. of the applicant group.

SOCIAL ACCEPTABILITY: Acceptability of the project and the method sometimes require differentiation. The importance of this factor depends on the type of project being considered. In the area of community services, community acceptance of a project proposal is essential in achieving project purposes and goals. You cannot impose a service on a community if the community itself finds it repulsive or irrelevant.

INFLUENCE OF ACQUAINTANCES: How much influence do acquaintances have? While this factor seems to be the least important, some sources indicate the contrary. Some foundations feel that acquaintances account for 100 percent of their grant decisions. When dealing with foundations, you can never beat having a good supporter on the board.

In closing, let me suggest that your institutions consider establishing a Grants and Development Office and acquire personnel with expertise as grantsmen, so that you may be assured that "What They See is What You Get!"

"SOURCES OF FUNDING FOR COMMUNITY SERVICES"
WORKSHOP 8

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The purpose of this presentation is to discuss the subject of potential funding from the state and local areas that can support community service programs utilizing the community college as a vehicle for delivery of educational resources and services. The community college is uniquely qualified by virtue of its comprehensiveness to serve as a recipient of many funds for programs and services which are relevant to its local needs.

In late February of 1974, the president of the Carnegie Foundation, Dr. Alan Pifer, stated that community colleges should start thinking about themselves from now on only secondarily as a sector of higher education and regard community leadership as their primary role. Pifer stated that the first two years of a baccalaureate degree should be continued, but that the colleges should consider this new priority of community leadership. This new emphasis would allow the community colleges to become a network or a hub of local social service institutions and community agencies. This community leadership role would involve local, county, and city governments; high schools; churches; social and recreation agencies; employers; and the corrections system.

The community college has always been on the cutting edge of innovation and experimentation in higher education in the United States. It has, up to this date, largely ignored the area of community services. This absence of concern has

been because of the lack of understanding of its mission and a lack of adequate funding from State Legislatures. Of the over 1200 community and junior colleges in the United States, less than one-fourth (300) have adequate sophistication to aggressively seek categorical aid funds from the federal area. Yet, another twenty-five percent (300) persists in chasing the federal dollar while generally ignoring the funds available for programs of a diverse nature on the state and local levels.

Historically, the successes enjoyed by the community/junior college over the last decade make them a natural reciepient for external funds. Yet in terms of a definitive role in our system of education, many questions go unanswered. Like many, I am often frustrated and disillusioned by the lack of impirically gained information upon which to base decisions about the educational process. Professional educators are readily called upon to render judgments with little, if any, prior assurance that their decisions can stand up to close scrutiny; witness the cry of accountability. How then, as advocates of community colleges, can we be assured that our programs remain relevant. One answer is that we must listen and respond to those to whom the institution is intended: the community at large. Ed Gleazer, President of AAC/JC, makes this point in the December/January, 1973-1974 issue of The Community and Junior College Journal when he suggests that during the 70's the community college should look to the needs of the community for its purposes and objectives.

Basically, the most viable avenue for receiving funds from state and local sources is one of a bilateral approach: the community college and a local agency or government cooperate in a common goal or activity. It does not matter whether

the funds flow directly to the community college, as long as the funds are channeled to the institution to alleviate the cost for services it is providing the community. In essence, the community college can sub-contract to the local agency to provide educational services and resources. To illustrate, over sixty percent of the State and Local Fiscal Assistance Act of 1972 monies, commonly referred to as "revenue sharing", were utilized for educational purposes of some nature. Over 500 communities used these funds through cooperative arrangements with the local agencies that, by law, were entitled to the funds.

The Act lists several "priority expenditures" that a local government can make in accordance with the law. Priority expenditures are considered those dealing with public safety (including law enforcement, fire protection, and building code enforcement), environmental protection (including sewage disposal, sanitation and pollution abatement), public transportation (including transit systems and streets and roads), health, recreation, libraries, social services for the poor or aged, financial administration and ordinary and necessary capital expenditures. Community colleges offer many programs that could be of assistance in these areas. For example, Santa Fe Community College offers instruction in law enforcement and fire protection for prospective and employed police officers and firemen.

By definition law enforcement and fire protection are two of the "priority expenditure" areas for which revenue sharing funds may be used. The College, in cooperation with the local police and sheriff's offices, legally benefits from these funds since a portion of the instruction takes place on campus. In short, by encouraging this type of arrangement, revenue sharing may be a catalyst that promotes stronger partnership between the community college and local county missioners, city commissions and regional planning boards.

In addition to revenue sharing, community colleges have other resources orbiting around the local sphere: the County Commission and the City Commission. To illustrate, Santa Fe Community College last year received over $20,000 from these two local governments to construct a biological and zoological park. Additional funds for this sophisticated zoo and gardens have been received from state vocational and technical divisions for programs which are housed in these facilities. Other resources in the local community are the Regional Planning Boards, especially in health, law enforcement, and gerontology.

Several regional planning agencies are keys in assisting institutions in receiving funds. The State of Florida is subdivided into ten major divisions with each having planning councils which either determine where monies are to be spent or sign off on such funds. For example, the North Central Florida Health Planning Council, The North Florida Regional Planning Council, the District CAMPS Committee, and the Community Action Program are a few which are operational in almost every state in our nation. All social rehabilitative, health, and welfare programs must originate and/or cooperate with these agencies in order to receive funds. These regional councils are vital in utilizing the monies that are available through state agencies. Most state agencies receive funds generated in one of two ways: the State Legislature and the various State Master Plans based on formula aid from the federal government.

Beyond the local and regional levels, there are direct grants from the state for distribution to institutions or organizations in accordance with a state plan which provide numerous and diversified funding sources to expand community service activities. To enumerate a few: The Social Security Act funds the Work

Incentive Program (known as W. I. N.) to help persons become self-supporting by providing services in or out of the home for W. I. N. enrollees and those getting jobs afterward. A community college can provide these services (day care) and be eligible for funds.

The Division of Family Services within the Department of Social and Rehabilitative Services has discretionary funds available for training programs and demonstration projects in the areas of Human Service Aide Programs, Career Programs for Disadvantaged Women, and Nutritional and Vocational Counselling Program. Santa Fe Community College received two grants from this area within the past twelve months.

Several Office of Economic Opportunity Programs, especially Operation Mainstream, Neighborhood Youth Corps, Job Corps, OGT (On-the-Job Training Programs), and VISTA are still operational in many areas of the country.

The Inter-Governmental Personnel Training Act Program located in the executive branch of government in every state can provide funds for the training of personnel in city, county, regional, and state government agencies. Credit and non-credit programs utilizing seminars and conferences are suggested modes of operation.

In most states, Title I (Community Services and Continuing Education) Programs are administered through the Board of Regents or the central office of the university system. These funds are made to states and postsecondary education to solve a wide variety of community problems. Extension of teaching to meet the needs of the adult population is also included in the scope of this program. Contact with the appropriate area in the State Department of Education could yield

funds for numerous kinds of service projects such as Drug Education or Senior Citizens Projects. This year Santa Fe Community College received grant monies in excess of $37,000 for these two project areas.

The Older Americans Act of 1965, Action, Retired Senior Volunteer Program (RSVP) is designed to help retired persons provide voluntary services in their communities. The Foster Grandparents Program of the same agency exists to provide new roles and functions, as to opportunities for supportive person-to-person services, and cooperation among agencies.

The Action Agency has two programs directly applicable to community services. The Youth Challenge Program and the Program for Local Services should be investigated. Y.C.P. is directed at young people not currently enrolled in school as well as community college students. The program is designed to support the development of comprehensive service-learning programs. The P.L.S. is interested in combining community services with manpower needs by involving lay residents in planning.

Several other relatively new areas for potential funding for community services activities are The Florida Citizens Committee for the Humanities whose purpose is to foster public understanding and appreciation of the humanities on a state wide basis. This type of re-grant program is available in most states in our nation and usually funds grants of a very diverse nature up to $10,000. The program is made available to the various states through funds from the National Endowment for the Humanities, and applications are made at the state level. The National Endowment for the Arts provides funds to states in a similar manner. In Florida, this agency is known as the Fine Arts Council of Florida. This year,

the Fine Arts Council awarded a $7,000 grant to Santa Fe Community College for a Spring Arts Festival and a Rural Tours Mini-Arts Festival. Application is made at the state level through the Secretary of State's office. The Smithsonian Institution provides a Traveling Exhibition Service which lends itself to the field of continuing education. Contact should be made with the Arts Council at the state level as a cooperative venture which will enhance the possibility of this project's availability to your institution.

Last and perhaps most import is the private sector, both on a local and state level. There are community foundations, family foundations, and business and corporate foundations. In fact, there are over 20,000 foundations in the United States today. There were 245 community foundations with assets in excess of $1 billion in the U.S. in 1972. Over fifty three (53) million dollars were distributed by these organizations for activities common to us all. Family foundations have great potential for community colleges and are set up by families to consummate their philanthropic goals through both current gifts and estate gifts. When you approach these family foundations for a gift, consider them individuals and not small bureaucracies. The point is that you should contact the decision making donor or those who affect decisions and not the foundation per se.

The business or corporation foundation is available in every community. The local Sears store, the Exxon station, the local drugstore (Lilly Foundation), the Ford dealer, the local supermarket (S & H Foundation) and the local jewelers (Zale) are appropriate entry to these foundations. All of these sources are interested in community service projects.

Remembering that these organizations have not acquired their wealth by

offering free service, a college should be prepared to answer some basic questions before it approaches these groups. For example, why, and for what reasons should your institution receive philanthropic support? Are your internal leaders known and respected by the business leaders in your district? What inter-action is there between your institution and the business community to prepare students for meaningful jobs? Do you know where your students came from and where they go? How many are employed and in what business? Is the community college considered a community resource or is it isolated and above the fray of the community? These are examples of the questions that you should have answers to before you approach these organizations. In short, there are numerous resources near the local community that a community college should investigate.

This presentation has focused on potential funding sources for community service activities at the community college. I have attempted to briefly discuss the local situation, the state level, and the private sector as realistic avenues for funding. Each program that was mentioned has funded a project in a community college in the last two years. Your own aggressiveness, creativity, and approach will be rewarded should you decide to pursue these areas of funding.

SOURCES OF FUNDING FOR COMMUNITY SERVICES
WORKSHOP 8

by

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The Director of Community Services, as a community college resource person with the responsibility for developing programs to meet the desires of its constituency, must utilize a variety of techniques in order to fund special programs. Everyone at the college must be tuned to passing on tips, leads, and even being consulted about ways to make programs available for those who desire the college's services.

In seeking funding for "community services" programs, remember that the U. S. Office of Education does not have all the money for programming. Don't put all your eggs in one basket. Check with different agencies at the national, regional, and local levels such as the Department of Interior, the Department of Health, Education, and Welfare, the Tennessee Valley Authority, the Department of Defense, the Department of Labor, the Department of Housing and Urban Development, and the local Chamber of Commerce.

In developing a proposal or project, you must sell your institution, yourself, and your program. Before you submit a proposal or project to any source, you must do your homework. Try to find out:

1) How much money is going to be made available?

2) What will be the background of the proposal readers?

3) What are the ideas that the program people will be looking for?

Seeking Federal funding is not always an easy task since the program's life line is controlled by Congress.

There is a fantastic difference between having a piece of legislation passed by Congress and signed by the President compared to thinking that because the President signed the bill, there will be money available to operate under the enabling legislation. Usually, we forget the governmental process.

I can see it now in the local newspaper - "President Signs 200 Billion Dollar Community Service Bill." We forget that the bill only authorizes the money; it does not appropriate the money. The Senate and House might not agree on the appropriations and the money is never authorized by the Appropriations Committee or, if it is passed by Congress, the President may impound the funds.

There is one other problem: the bureaucrats then have to write the regulations. They must interpret the law and determine the intent of Congress. This all takes time. Remember when dealing with Federal money, it is not an instant process.

To me, the intown support and utilization of community resources would seem to be the most desirable method of gaining support. However, the institution must have a commitment to serve. The institution must be flexible to meet the challenge of an "it's never been done that way before" attitude. The institution must be molded into a team of exciting, energetic, and dynamic individuals.

The community must become aware that its training needs can be met by the community college. The local constituencies' perception of the community college's responsibility usually must be greatly expanded. The community college's mission must be realistic and practical. This can be accomplished by taking the programs to the people. Remember that all learning does not have to

take place on campus to be worthwhile. If there is real involvement with the community and the community perceives your institution as "non-traditional" and as a resource for receiving assistance in meeting its needs, then the local governmental agencies, businesses, and civic organizations will seek ways to utilize the services of your college. They will develop proposals and seek possible funding sources for meeting their particular needs, then utilize that talent as part-time instructors in the programs that they conceived.

The community college concept of providing services to the community must be made known. The total college staff must be salesmen and sell the college programs. The staff must seek ways to provide services to the community. The community college should never say, "it can't be done." It should seek ways to accomplish the tasks with the least possible cost and in the most efficient manner for the organizations requesting assistance. The services provided to the business community will be paid back ten-fold to the community college in its fund raising effort because the community will be sold on its worth.

Try utilizing the schools non-profit corporation to reward the people who are doing the job. Many of the community service activities can generate substantial funds for the Foundation and subsequently these funds can be returned to the department as a reward for a job well done.

COMMUNITY SERVICES AND THE
COMMUNITY COLLEGE

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