

DOCUMENT RESUME

ED 352 092

JC 930 013

AUTHOR Doucette, Don, Ed.
 TITLE Leadership Abstracts; Volume 4, 1991.
 INSTITUTION League for Innovation in the Community Coll., Laguna Hills, CA.; Texas Univ., Austin. Community Coll. Leadership Program.
 SPONS AGENCY Kellogg Foundation, Battle Creek, Mich.
 PUB DATE 91
 NOTE 34p.
 PUB TYPE Collected Works - Serials (022) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
 JOURNAL CIT Leadership Abstracts; v4 n1-15 1991

EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS *Administrator Effectiveness; Administrator Responsibility; *Administrator Role; Change Strategies; *College Administration; College Faculty; *College Presidents; Community Colleges; Decision Making; Educational Change; Educational Innovation; Educational Trends; Futures (of Society); *Leadership; *Leadership Responsibility; Program Descriptions; Teacher Administrator Relationship; Teacher Student Relationship; Two Year Colleges; Two Year College Students

ABSTRACT

"Leadership Abstracts" is published bimonthly and distributed to the chief executive officer of every two-year college in the United States and Canada. This document consists of the 15 one-page abstracts published in 1991. Addressing a variety of topics of interest to the community college administrators, this volume includes: (1) "Delivering the Promises of Technology Today" (Bernard R. Gifford); (2) "Leadership in Governance" (Thomas W. Fryer, Jr. and John C. Lovas); (3) "Presidential Mentoring: Preparing Leaders for Critical Times" (Marchelle S. Fox); (4) "Responding to the Needs of Real Students" (Norm Nielsen); (5) "Pipeline to the Community College Presidency at the Millennium" (George B. Vaughan); (6) "A Code of Ethics for Community College Leaders" (Daniel F. Moriarty) (a copy of the American Association of Community Colleges' "Recommended Code of Ethics for Community, Technical, and Junior College Chief Executive Offices" is attached); (7) "Technology in Education in the Nineties" (Terrel H. Bell); (8) "The Community College as Community Activist: A Campus of and for the Community" (Tessa Tagle); (9) "Learning Communities: Needed Educational Restructuring" (Ron L. Hamberg); (10) "Total Quality Management (TQM): An Overview" (Robbie Lee Needham); (11) "Beyond Wellness: Solutions for the 1990's" (William F. Waechter); (12) "Increasing Student Involvement in Learning" (Jack Friedlander and Peter MacDougall); (13) "Arguments with Which To Combat Elitism and Ignorance about Community Colleges" (Don Doucette and John E. Roueche); (14) "Faculty Externships: Catalysts for TQM" (Roger P. Bober); and (15) "Life after Being a Community College CEO (Chief Executive Officer)" (William E. Piland and John McCuen).
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leadership

abstracts

Volume 4, Numbers 1-15, 1991

ED352092

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Don Doucette, editor

Published by the League for Innovation in the Community College and the Community College Leadership Program, University of Texas at Austin with support from the WK. Kellogg Foundation.





l e a d e r s h i p

a b s t r a c t s

DELIVERING THE PROMISES OF TECHNOLOGY TODAY

Bernard R. Gifford

Community college leaders, as well as leaders of any modern organization, must justify their investment of scarce resources in technology—both to themselves and to their major constituents. The question is often posed as a challenge: With all of the money this college has invested in personal computer technology, has it become more productive?

Unfortunately, this question is seldom satisfactorily answered, both because data are not readily available to prove the impact of technology and because there has been little conclusive evidence to demonstrate that technology increases productivity—at the institutional level. This failure to document the positive impact of technology on organizational productivity forces a careful consideration of why it seems to take so long for technology to produce the benefits that its advocates have promised.

Analogies from History

Fortunately, history provides very useful analogies.

The Book. In many ways, the current situation parallels the Gutenberg Revolution, when students' faithful transcriptions of professors' lectures were replaced by printed notes. Though the book was hailed as a great boon to productivity, it was actually just a direct mapping of a teaching function from one medium to another. The real revolution in learning took a long time to unfold. Only gradually did writers grasp how the written word could free them from the linear constraints of faithful transcription. They began exploring the multidimensionality of thinking on paper. Printed arguments gained depth and complexity with digressions, footnotes, commentaries, retrospective observations, and summaries.

Once they realized that this was a new technology, professors changed their methods of communication. They abandoned the notion that the book was merely a means for archiving what they had done before the printing press. Old models of learning, passive and imitative, gradually gave way to new models, interactive and generative. So, there was roughly a 100-year delay in the development of the book, the primary technology of the university, from a collection of lectures to the modern text book.

The Dynamo. The same kind of productivity time-lag accompanied most other technological revolutions. A second case in point is the dynamo, invented in the 1870s. Despite its obvious potential, it took nearly 30 years for this new technology to light up American cities.

Some people have argued that the reason why it took so long was because we did not understand how to network dynamos. They did not understand the need to develop standards for linking them, nor the need to develop centralized electric utilities capable of distributing electricity over wide areas.

Paul David, a Stanford University economics professor, explains that there were a number of factors, not the least of which were the existing investments in steam and mechanical technology and the lack of trained technicians who understood the dynamo. People were unaware that the dynamo would produce extra benefits, and since few technicians or policy makers had the understanding or imagination to anticipate the dynamo's social and economic benefits, there was little incentive for early investment in this new technology.

Increasing Organizational Productivity

The lessons of the book and the dynamo offer some help in answering the concern of college leaders that investment in technology results in increased organizational productivity. There is ample evidence that technology can improve individual productivity—that it can help students to write faster and better, that it can help faculty to gain access to information more quickly, and analyze and present it in new ways more efficiently. However, indicators of corresponding increases in organizational productivity are generally unavailable.

To realize the promise of increased productivity from personal computer technology, colleges need to devise new systems and methods, build new institutions, change individual and organizational behaviors, and think hard about what needs to be done on the organizational level to achieve the increases of productivity that are obvious at the individual level.

Empowering Individuals. Fundamental to all efforts is a necessary shift from a focus on serving institutional needs to one concerned with empowering the individuals who constitute the organization. Real productivity gains can only be achieved by assisting individuals to change the way they do things, to change the way they work, by providing them with better tools. To change individuals' behavior, computer technology must be made both accessible and appealing. Users expect to have easy-to-use computers at their disposal; they expect full functionality with little or no concern for how this is accomplished technically.

Providing Access to Information. One strategy for motivating individuals is to use technology to provide access not only to key institutional but also to immense stores of digitized information and other resources contained in networks and data banks worldwide. There are a number of good data access models that colleges are beginning to develop that hold promise for involving more and more individuals in using technological tools to increase their personal productivity. Master/slave relationships commonly used by terminals interacting with host computers are fast being replaced with peer-to-peer interactions between personal computers. With advances in networking, it is now possible to provide convenient computer access to data resources locally, nationally, and internationally.

Building a Learning Society. An initial, and still powerful, motivation for experimenting with the use of personal computers in higher education was the promise of the opportunity to build a learning society. Such a society would use personal computing-based instructional technology to create an environment in which students, faculty, and all others could learn at any time—free from the responsibility of university calendars; in any place—free the teaching event from place restrictions; on any topic and in any sequence. While the potential remains, it is clear that colleges and universities are still far from accomplishing such a transformation of their learning environments. Many are in process, passing through various stages of the transformational process.

Stages in Technological Transformation

Some generalizations can be made about the stages that colleges go through in using technology to transform themselves and to become more productive.

1. **Awareness.** Most have already negotiated the general awareness stage. The computer is no longer the new-kid-on-campus. Yet, colleges have also learned that transforming learning will not take place simply by flooding their institutions with new machines.

2. **Targeting.** Colleges then progress to the targeting stage when users learned how to use technology to accomplish traditional tasks faster and better. Accounting faculty have learned that spreadsheets can greatly improve or replace traditional lessons. Teachers at every level have demonstrated that assignments can be better written and revised using word processors. These are simply faster ways to handle old problems, facilitating learning but not really transforming it.

3. **Customizing.** Some colleges have moved the stage where they are attacking old problems in new ways with customized applications. Sophisticated software helps teachers and scholars model physiological and biochemical reactions, simulate complex ecological processes, and recreate political and historical scenarios. Custom teaching applications can greatly enhance the learning process—and begin to approach the transformations needed to increase organizational productivity.

4. **Transforming.** Few colleges have yet to achieve a comprehensive transformation of their learning environments, yet several have demonstrated what is possible

in selected disciplines. The technology to support collaborative writing has provided the opportunity to truly transform writing instruction, and multimedia applications in numerous disciplines call into focus the enormous variation in the styles with which people learn.

A transformational approach needs to take a fresh look at college instruction and ask How can technology be exploited to improve learning? Perhaps not only the solutions but the problems need to be redefined.

Transforming Learning Institutions

The increases in organizational productivity that colleges seek from investment in technology require transformation of the learning environment. Colleges must go beyond awareness, beyond targeting, and even to leap beyond customizing, in order to realize the benefits of technology in increased student learning.

Colleges can begin by providing models of change. They need to develop new ways to operate and then apply these micro models to the entire educational community. If colleges and universities do not model this transformation, it is difficult to envision who will.

College leaders need to create a community of empowered individuals. Despite the fact that technology has given individuals access to information and the ability to make decisions in real time, most colleges still operate in old ways. They will not be able to exploit new technologies fully so long as they cling to hierarchical structures—giving users the power to access information, but not to act on it.

Finally, colleges and forward-looking corporations need to invent and realize new organizational forms that take advantage of the availability of decision-making information at the grass roots level in a distributed system. They need to arrange new networks and develop new, transformational partnerships. There are currently few examples of people working together to transform learning organizations. A structure in which a group of committed instructors can pull themselves together to redefine mathematics instruction and work on transformational solutions has not yet been created.

Like the book and the dynamo, the power of personal computer technology will not be unleashed until we figure out how to do things differently, how to transform our organizations to take advantage of networks of informed individuals committed to the task of creating the best possible learning environment that taps the full range of human potential.

Bernard R. Gifford is vice president for education at Apple Computer and former dean of the Graduate School of Education, University of California, Berkeley. This abstract summarizes his keynote remarks delivered at the League for Innovation's 1990 conference on computing in community colleges. A call for presentations for the 1991 conference, to be held in San Diego, November 3-6, has just been issued. For more information, call the League office, (714) 855-0710.

Volume 4, number 1
January 1991



leadership

abstracts

LEADERSHIP IN GOVERNANCE

Thomas W. Fryer, Jr. and John C. Lovas

Governance is not an end in itself. It is the means by which organizations attempt to achieve their missions. Leadership in governance has as its purpose creating the conditions, through institutional processes for decision making and communication, in which organizational participants want to contribute more than the bare minimum required of them in the service of the institution's purposes, where the organization's multiple leaders are roughly aligned in service of its mission.

The processes of governance in community colleges are enormously complex and characterized by ambiguity and paradox which effective institutional leaders must recognize and negotiate. While there is considerable scholarship on organizational dynamics pertinent to these concerns, a study to describe the essential elements of good governance in community colleges was undertaken by practitioners for practitioners.

Definitions of Key Terms

The purpose of the study was to learn if models of effective governance exist in community colleges, and, if so, to identify and describe them. The investigation was gradually narrowed to focus on nine institutions that appeared to model good governance practice. These case studies provided the data upon which the description of effective practice is based. The following definitions were used in the study.

Leadership. For the purposes of the study, leadership is defined as the art of getting others to want to do something that leaders are convinced ought to be done in service of an institution's mission. This definition embraces essential concepts of leadership as an art, as well as the roles of leaders to motivate and articulate vision. However, a key understanding is that there are many leaders at most institutions, and they operate at many levels and among many constituencies.

Governance. As defined here, governance comprises an institution's processes for decision making and the communication related to them. Decision making, thousands of discrete acts by individuals and groups, permeates all institutional activity. How decisions are made; who makes them; the time, place, and manner in which they are made; and how they are communicated essentially determines how effectively institutions achieve their missions. Governance establishes the organizational structures and processes in which decision making occurs and decisions communicated.

Qualities of the Best Governance Practice

The most effective governance in community colleges includes the widely shared perception that decision-making and communication processes possess three characteristics: clarity, openness, and fairness. This perception develops most fully in the college in the presence of two key attributes: competence and stability. All of these qualities both create and are created by trust, and the entire apparatus for governance operates under institutional conditions of widely shared personal commitment, civility, caring, hard work, and good times. These eleven terms, then, constitute the central core of best institutional governance.

Clarity. Clarity refers to widely shared knowledge among organizational participants of what decision-making structures and processes are. There is little confusion on how things work, and everyone shares essentially the same working understandings. The president does not describe the time, place, and manner of decision making in one way while administrative staff or faculty describe it in another. Everyone knows the governance mechanisms, and there is general congruity among the college's constituencies that these mechanisms work in commonly understood ways.

Openness. People can be very clear on the way governance works in their institution and at the same time feel that it is characterized by secrets and deceit. Openness means a perception on the part of organizational participants both that they have access to decision-making processes and that the information available to them for use in these processes constitutes the truth, the whole truth, and nothing but the truth. Openness requires honesty in information, full and timely disclosure, an absence of manipulation, and access, either in person or through representation, to the arenas in which decisions are made.

Fairness. A shared sense that fairness characterizes decision making means that people at every level in the organization feel their needs and views are being heard, listened to, and taken into account. People feel that nonsqueaky wheels get grease, too, and that processes are not dominated by those who choose to show up and speak. It also means that the organization's resources and rewards are distributed in such a way that favorites do not get more and that everyone feels he or she receives an equitable share, or at least an equal opportunity to plead his or her case and be fairly considered.

Competence. Excellent leaders can be tall or short, physically attractive or unattractive, quiet or gregarious, urbane or folksy, but they are all fundamentally competent, proficient in the work they do. An institution cannot achieve its missions effectively with an incompetent board of trustees or chief executive officer, or with incompetents serving in any of its key leadership roles in the faculty, administration, or support staff.

Stability. Stability is equally essential. When faculty, administrators, and staff of long tenure in institutions see persons at the top come and go, they may conclude that their "leaders" are merely passing through, presumably on their way to bigger and better things, and lose faith that they have the institution's best interest at heart. If there is confusion created by frequent turnover at the top, either in the governing board or the top ranks of administration, the underpinnings that excellence must be built upon fail.

Trust. A widely shared sense of mutual trust is essential for excellence in governance. All the parties must feel that the others are telling the truth, that they are not manipulative or motivated by hidden agendas and can be depended upon to keep their word—that the parties are, in a word, honest. Trust can exist only where people are trustworthy. Trust also requires that all parties respect the legitimate standing of others and acknowledge that everyone possesses rights deriving from being a stakeholder in the enterprise. The basic foundation for trust is also created at the top, yet trustees and CEOs are as susceptible as anyone else to serving narrow personal interests. When these officials use their positions to further those interests, a great deal is at risk in the institution.

Personal Commitment. The best institutions are characterized by large numbers of people who exhibit a high degree of personal commitment to the mission of the enterprise. Such persons understand the institution's mission, accept and value it, have at least a latent understanding of the organization as a means to achieve the mission, and do not draw hard lines around the minimum requirements of their job—they want to do more than the minimum. Inspiring people with a sense of the institution's possibilities and granting people power to do their part in realizing those possibilities create in them commitment to the enterprise, and they will share responsibility for its failures as well as its successes.

Civility. In some organizations common courtesy—civility—is not so common. Interaction among the parties in such places includes name calling and mean-spirited personal attacks. People openly display a lack of respect for one another. They seem not to like each other. In some of the worst situations loud, angry, public (and private) arguments take place aimed at individuals rather than issues. Such conditions, without exception, drain the organizations of the intellectual and emotional energy necessary to achieve maximum and, in some cases, even minimum effectiveness. The disc jockey in the 1988 film *Talk Radio* wisecracks, "Sticks and stones can break your bones, but words cause permanent damage." Words cause wounds that may heal, but scar

tissue remains forever. In the best institutions, cultural norms reinforce courtesy and civility as dominant qualities in interpersonal relations.

Caring. Caring is related to commitment and civility both as a cause and an effect. The dominant characteristics of commitment are intellectual. The dominant qualities of caring are emotional, but the emotions and the intellect are intertwined in both. The study found large numbers of individuals who were deeply interested in their institutions, who were concerned with their functioning and well-being, who profoundly cared about their colleges and their colleagues.

Hard Work. Such caring is an essential prerequisite to another of the conditions which characterizes the best in governance: hard work, everywhere, at every level, by many people. In the best institutions, enormous amounts of time and energy are freely given by many individuals. Once, in a discussion in Foothill-De Anza of how much time was consumed in the hard work of the Budget and Policy Development Group, one of the members reminded the assembly of Mae West's marvelous line: "Anything worth doing is worth doing slowly." Such caring and commitment reflect a sense of pride and joy in people, and a willingness to make processes for decision making and communication effectively serve the purposes of the institution.

Good Times. Finally, in the best governance processes, the people involved are having a good time. A sense of playfulness and camaraderie arises out of the other ten qualities; a good humor pervades events and relationships. People do not take themselves too seriously. There is a lot of good-natured kidding around. Participants have fun, seeing the lighter side, even when matters are of great import and seriousness. Such a quality among the players creates the clear perception that their role in the institutional drama is a joy to play.

What creates these conditions in an institution? The study does not claim to have found the complete answer. The investigation identifies some important factors, but there is much to be learned about the complex interplay of leadership and governance. All eleven of the qualities, are not fully developed in any of the nine colleges examined in the study, but the most effective institutions have a richer mix of these qualities than others. The influence that makes the greatest difference in achieving their fullest realization is leadership in governance.

Thomas W. Fryer, Jr. is chancellor, Foothill-De Anza Community College District. John C. Lovas has been a member of the English faculty at Foothill-De Anza since 1965. This abstract highlights some of the major insights of the authors' recently published book, Leadership in Governance: Creating Conditions for Successful Decision Making in the Community College, now available from Jossey-Bass, Inc., Publishers, 350 Sansome St., San Francisco, CA 94104. (415) 433-1740. All royalties will be contributed to the Foothill-De Anza Colleges Foundation to support student scholarships.

Volume 4, number 2
February 1991



leadership

abstracts

PRESIDENTIAL MENTORING: PREPARING LEADERS FOR CRITICAL TIMES

Marchelle S. Fox

Pundits, researchers, and commentators of all kinds and persuasions agree that leadership makes a difference. So, the call has gone out for a new generation of leaders to guide organizations through the challenges facing them in the fast-changing twilight of the twentieth century. It is no secret that the public education system, buffeted by demographic, technological, fiscal, and social forces generally beyond its control, needs a new generation of effective leaders to meet the demands placed upon it. Nowhere is this need more acute than in the nation's community colleges.

Community colleges need leaders not only to function as agents of change and to implement innovative solutions to persistent problems, but also to reflect and to model the diversity of the students they serve. Community colleges must cope with the retirements of the "first wave" of leaders who founded, shaped, and nurtured these institutions, for as many as half of all current administrators will retire in the next 10 years. While concerns for effective leadership generally focus on the presidential level, in fact, leaders are needed throughout the organizational structures of community colleges.

Clearly, university graduate programs can produce only a limited number of the thousands of talented individuals needed to transform community colleges while maintaining their founding ideals and fundamental commitment to access with excellence. Rather, current community college presidents hold the key to preparing the next generation of leaders: mentorship of talented faculty and professional staff with the skills and inclinations to become educational leaders. Not only are the ranks of community college faculty and staff filled with committed and resourceful educators steeped in the ideals and culture of their distinctive organizations, but their racial and ethnic composition provide an excellent pool from which to achieve the cultural diversity needed in the next generation of leaders.

The President's Intern Program

The President's Intern Program was established at San Diego City College in 1988. Its initial success suggests that it has the potential to serve as a model for institutional efforts to supplement externally operated leadership development programs. The purpose of the program is to assist the development of leaders from among the ranks of college faculty and professional staff to help ensure the continuity and high quality of leadership throughout the institution.

The format of the program is straightforward: each year, the president identifies projects that are important for institutional advancement, yet have not been assigned to an individual or office. Such projects often cut across institutional lines of responsibility and are strategic rather than tactical in nature. In the three years San Diego City College has operated the intern program, the projects have included developing and implementing a strategic planning process, a collegewide program review process, and a student tracking system.

Then, with the assistance of her cabinet, the president initiates a search for individuals who have both the interest and capabilities necessary for tackling one of the selected special projects. There are alternative ways to identify prospective interns, including soliciting applications for the position or initiating other similar competitive processes. The nature of the project can influence how the president decides to seek interns. However, at San Diego City College, the selection process has been rather informal and has resulted in selecting veteran faculty members in the first two years and the college's director of Extended Opportunity Programs and Services in the third year.

Once selected, the intern and the president establish a mutual set of expectations for the year of collaborative effort. Usually, 80 percent of the intern's time is reassigned to participate in the program, and an office is provided in the president's complex.

The Mentoring Relationship

At the heart of the program is the mentorship relationship that is developed between the president and the intern. The program seeks to institutionalize the otherwise rare opportunity for the president to assist personally in the professional development of a potential college leader. Yet, ultimately, the success of the experience is related directly to the success of the relationship established between the intern and president.

Readiness. The intern's readiness for leadership roles is critical to the success of the relationship. Since the mentoring process is time and energy intensive for both participants, it is important to assess informally and early on the readiness of the intern to undertake the assignment, and this assessment should include an opportunity for the intern to collaborate in the design of the internship. At the same time, the intern must informally assess the readiness of the college president to provide a meaningful mentoring experience. To be an

effective mentor, a president must make the relationship a priority that can withstand the competition of other priorities for his or her time. The president must also value team building while being an effective motivator. Finally, the president needs to model behavior and values that are congruent with those of the intern.

Trust. A successful mentoring relationship depends upon the trust that develops between the president and intern. Mutual trust is a prerequisite to leader-follower synergy, to the exposure to new opportunities for the intern, and to the eventual empowerment and effectiveness of the intern in collegewide roles. If the president or the intern loses this trust, their effectiveness as a team will be severely degraded. This is not so different from the trust that must exist between president and top administrative staff; its absence is crippling.

Support and Challenge. The intern also looks to the college president to provide support and challenge. Support is provided by listening, by providing structure to tasks, by stating expectations positively, and by sharing oneself as a person. Challenge appears through the assignment of tasks, through the maintenance of high standards, and through brainstorming together. The success of the mentoring relationship depends on the intern's ability to communicate his or her needs and the college president's ability to provide the developmentally appropriate response.

Benefits to the Participants

The benefits of the President's Intern Program at San Diego City College are both obvious and subtle, and they accrue to all those involved in the experience.

Benefits to the Intern. The most apparent benefits of the program are those experienced by the intern. First, he or she benefits enormously by being accorded the opportunity to learn and apply new skills in new contexts and to exercise new responsibilities associated with the special project around which the mentoring relationship is built. For an experienced faculty member, the opportunity to take on major administrative responsibilities can be both broadening and empowering. For a staff member, assignment to a different area of responsibility can provide a different perspective on too-familiar tasks.

Shadowing the president and members of the senior administrative team provides an opportunity for the intern to experience a variety of leadership and management styles, interact with a broad range of constituencies, acquire new cognitive skills, and to view the organization from several different perspectives. A potential instructional dean has much to learn about budget development, apportionment, and college operations, while a future student services dean can profit from time spent in class schedule development, facility evaluation, and design of new programs and courses. Also, an intern's preparation for any position can only be enhanced by observing how the vision that a president has for an institution is formed and articulated, and how it affects day-to-day decision making.

Benefits to the College. The intern program provides direct benefits to the college of two major kinds: 1) the accomplishment of a special project of importance to institutional advancement and 2) the preparation of a reservoir of leadership talent from which the institution

might draw in the future. The program can also provide substantial indirect benefits by simply signaling to all college constituencies that the president is serious about assisting individuals to advance their careers. How adroitly the president manages both the fact and the symbol of the internship can determine the ultimate benefit of the program to the college.

Benefits to the President. Perhaps the least obvious benefits of the program are those that can accrue to the president, the mentor. The conventional wisdom has long observed that the best way to learn a subject is to teach it. The president who tries to teach leadership and management skills is constantly forced to reevaluate the validity of what he or she knows about each. Similarly, the president who can see the leadership experience through the eyes of the intern gains greater knowledge of his or her own strengths and weaknesses, as well as insight into the organization that might otherwise have gone unnoticed.

Also, as a mentor, the president stays in touch with the daily experiences of the faculty whose teaching is the core and substance of the purpose of the institution. The connection can be vital to maintaining a clear perspective and sense of priority amid the ever-present diversions of fund raising, lobbying, negotiating, and other noneducational tasks that are unavoidably critical to the college. Of course, there is also great satisfaction in watching the development of the skills and abilities of the intern, and in time, the emergence of the intern as an educational leader. The president cannot help but be nourished and rejuvenated by observing the establishment of a lasting legacy of new leaders for the college and the profession.

Programs like the President's Intern Program are key to assisting in the development of the next generation of leaders required by community colleges. They are not intended to replace national leadership development programs with formal internship such as those operated so successfully by the American Council on Education, the Community College Leadership Program at The University of Texas at Austin, or the League for Innovation. Rather, these internal programs can learn much from the experiences of these programs, while addressing on individual campuses across the nation the need for a new generation of leaders.

Marchelle S. Fox is dean, Extended Studies and Institutional Development, at San Diego City College. She served on the faculty for ten years prior to serving as the first intern in the President's Intern Program initiated in 1988 by Jeanne L. Atherton, president of San Diego City College.

"Expanding Leadership Diversity in Community Colleges" is a leadership development program conducted by the League for Innovation to assist mid-level managers and faculty leaders who are minorities to qualify for senior-level administrative positions. A major component of the program is a mentorship relationship with a sponsoring CEO. Completed applications for the 1991-92 program are due March 31. Application materials may be obtained from the League office, (714) 855-0710.

*Volume 4, number 3
February 1991*



leadership

abstracts

RESPONDING TO THE NEEDS OF REAL STUDENTS

Norm Nielsen

The recent focus on institutional effectiveness is welcomed by community college leaders who have long felt the frustration of trying to juggle the mission of access with an insistence on quality. The questions have shifted from How many? to How well? The answers, however, require colleges to know far more about their students than ever before.

The focus on effectiveness has resulted in regional accrediting agencies requiring institutions to document the intended outcomes of their programs. Many colleges have scrambled to collect whatever data are available and have attempted to use them both to document outcomes and to indicate areas for improvement wherever possible. The need for a meaningful method for describing student characteristics and prescribing programs and services to meet their needs has become evident. The methodology of choice is one which provides the ability to match programs and services with the characteristics and needs of individual students. Given the diversity represented by the students of most community colleges, this has not been an easy task.

Fortunately, there has been a gradual convergence in the thinking and methodology of the institutional researchers and information officers who "run the stats" and the academic leaders who are supposed to understand numbers and take appropriate actions. Instead of categorizing students according to academic percentiles, these researcher-practitioners are electing to group students in more descriptive categories that reflect academic ability, value orientation, socio-economic and cultural backgrounds, and a host of cognitive and non-cognitive characteristics. In some cases, colleges have been able to develop useful typologies of students to guide the development and prescription of programs and the delivery of services.

Using a Descriptive Typology of Students

One such typology was articulated by Richard C. Richardson, Jr. in an earlier issue of this abstract series (May 1990, v3n8). He proposed four categories

of student preparation: 1) well prepared with high opportunity orientation; 2) marginally underprepared with high opportunity orientation; 3) marginally underprepared (or worse) with low opportunity orientation; and 4) well prepared with low opportunity orientation.

In the fall of 1990, Kirkwood faculty and staff were presented with a slightly modified version of this typology and asked to reflect on ways in which the college might most effectively serve students in each group. Strategies—some new, others ongoing—were identified to address barriers to the success of each.

For the Well Prepared and Highly Motivated

For students identified as well prepared and highly motivated—Richardson's first group, the college reassessed the function and content of the Honors Program, as well as the range of student leadership opportunities. Encouraged by the faculty and administration, Kirkwood's Student Executive Board implemented Operation Snowflake, a major campaign to renovate a large but deteriorating motel into a comfortable, safe, and professionally staffed home for disenfranchised women and children. This type of project, which well reflects the national swing toward greater civic responsibility, has proven to be highly effective in meeting the higher order needs of students who are not themselves deprived, academically deficient, or lacking in motivation.

For the Less Prepared But Highly Motivated

Strategies directed toward the group of students who are less prepared but highly motivated involve a variety of service sectors. At Kirkwood, this group is growing larger, due primarily to the increasing numbers of single parents and adults returning for retraining. One program recently implemented is PACE (Program for Adult Centered Education). Designed by counselors who are

familiar with the demands placed on adults with small children, such as frequently inoperative cars, and changing employment status, the PACE program staff take an advocacy role for students to resolve issues which might keep them from achieving their academic goals. The success stories of people falling into this category are impressive and have served the college exceptionally well as testimonials to the value of open access.

For the Reasonably Prepared Who Lack Motivation

Reasonably prepared students who lack motivation constitute the smallest percentage of students at Kirkwood, but are among the most difficult to retain. When such students are identified, faculty and staff counsel and encourage them to set some specific career goals. Research studies have demonstrated that the selection of such goals is highly correlated with student success. Since vocational majors have a higher completion rate than students in a general education curriculum or no clear academic goals, it is not uncommon to counsel a student who is tentative about or struggling with a career decision into one of the college's eleven career option programs. These are designed to bridge the gaps between transfer and terminal degree programs by providing enough job-specific training for an entry position, and enough general education to assure foundational skills if and when a student decides to pursue a baccalaureate.

For the Underprepared with Low Expectations

At Kirkwood, students who are underprepared and have low expectations are served by a variety of strategies. These are the students for whom the community college is likely the last opportunity for academic success.

Because they require so much care and attention, Kirkwood determined to go the extra step for at least one hundred students each year through a special program entitled START (Supported Training and Retraining). Funded in part by a private foundation's contribution of \$1,000,000 over five years, this program accepts students on a referral basis from area agencies. Program staff work as a team to complete comprehensive assessments for all students and then to place them in classes appropriate to their levels of skill and interest. Tutorial and special counseling assistance is readily available. If necessary, their tuition, fees, books, child care, and transportation costs are paid for the first year of

attendance. Financial aid staff work with them to secure other sources of assistance thereafter.

Community colleges have long been cognizant of the special (and expensive) needs of this group. However, only recently have business leaders, legislators, and others begun to recognize the importance of recruiting and retaining this last group of students—a group which will cost them far more in social service benefits than in educational expenses. Creating partnerships with local businesses to help make productive members of society out of those who have previously contributed little due to their lack of basic skills and opportunity orientations may be a key for community colleges to address the issue of serving such underprepared students.

To better serve students in all four groups, Kirkwood's objectives included the creation of an Instructional Technologies Center where faculty can learn how to use state-of-the-art instructional equipment (as well as update the old tried-and-true materials). Student orientation and student life programs have also been given a higher priority in the wake of evidence that there is a positive relationship between social integration and academic success.

Promoting institutional effectiveness becomes much less problematic when it is translated into serving the needs of identifiable groups of students. At Kirkwood, it has become much less difficult to explain the diversity of the student population and justify needed support to constituent taxpayers, business and industry leaders, and foundations by using an easy-to-understand typology than by presenting pages of statistics which both bore and confuse.

Through the identification of needs, the programs can be built which will ensure that community colleges can and will continue to provide both quality and access. Maintaining an open door to a diverse student audience remains the community college mission—and remains essential to making the American dream achievable by all members of society.

Norm Nielsen is president of Kirkwood Community College in Cedar Rapids, Iowa. In 1989, he was elected to the Board of Directors of the American Association of Community and Junior Colleges, where he serves as chair of the Committee on Public Relations and Publications.

*Volume 4, number 4
March 1991*



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PIPELINE TO THE COMMUNITY COLLEGE PRESIDENCY AT THE MILLENIUM

George B. Vaughan

What will the profile of community college presidents look like in the year 2000? Will future chief executive officers include greater proportions of women and minorities, thus mirroring the diverse backgrounds of community college students? Will presidents guiding community colleges into the 21st century bring different personal and professional perspectives to the job?

These and other questions about the future cannot be answered with certainty. But a rough picture of the next generation of college leaders can be projected by examining those who are waiting in the pipeline: community college deans of instruction. Indeed, the last comprehensive study of community college presidents, *The Community College Presidency*, published in 1986 by ACE/Macmillan, found that 38 percent of sitting presidents had served as a dean of instruction immediately prior to assuming the presidency and that an additional 12 percent had served as vice president, a position that usually has academics under its purview. While some come to the presidency via service in another post, such as dean of student services, the pathway to the presidency most often leads from the academic dean's office.

The following draws upon a national survey of community college deans of instruction, conducted in 1988-89, to speculate on the characteristics of the next generation of community college presidents. The findings suggest that there will be few changes in institutional leadership in the near future because those proceeding through the pipeline to the presidency are in most cases a mirror image of today's presidents, both in terms of demographic and socioeconomic backgrounds.

Demographic Profile of Deans

Just over half (53 percent) of all deans of instruction at public community, technical, and junior colleges responded to the survey, which revealed that white males are still the predominant group. The vast majority (79 percent) of the 619 responding deans was male and an even larger proportion (93 percent) was white; only 3.2 percent of the deans were black, 1.8 percent were Hispanic, and 2.0 percent were from other ethnic groups. This demographic profile is quite similar to the profile of

presidents that emerged in the 1986 study, with one exception: women constituted a significantly lower proportion of the presidents (8 percent) than of the deans (21 percent).

Despite the larger proportion of women, the profile of the deans does not bode well for the future diversity of those in presidential positions. Of the responding deans, 55 percent have the community college presidency as their career goal. Assuming that the responding deans are representative of all 1,169 deans nationwide, and assuming further that all deans who aspire to the presidency will be successful (a likely supposition given the 127 presidential vacancies that are available each year at community colleges), it can be estimated that approximately 630 of today's academic deans will at some point become presidents. But by applying knowledge of the demographic composition of current deans, it can be projected that of these 630 new presidents, only 135 will be female, 20 will be black, 11 will be Hispanic, and 13 will come from other minority groups.

Clearly, oft-stated intentions of bringing more minorities and women into leadership positions have a hollow ring in light of what is known about those who are in the leadership pipeline. If racial and ethnic diversity in the presidency is a goal, the future is less than bright; if providing diverse role models for diverse students is a goal, the future is less than bright; if bringing more women into the presidency is a goal, the future is somewhat more encouraging, but still falls short of diversifying the position to a degree that would even come close to reflecting the community college's student body. Unless changes are made in identifying, recruiting, and employing future presidents, the conclusion must be that white males will continue to be overly represented in college leadership ranks.

Socioeconomic Background

There will also be few changes in the personal backgrounds of those who lead our colleges. It is noteworthy that the deans mirror the presidents in terms of socioeconomic levels, educational background, and other key indicators. For example, the educational level of the

mothers and fathers of deans and presidents is essentially the same for both groups; the jobs held by their parents are essentially the same, although more mothers than fathers are homemakers than are mothers of deans; the attitude of both groups toward scholarship is the same; and the educational level and background of current deans are almost the same as presidents. The spouses of the deans and presidents are similar, although more spouses of deans work outside the home than do spouses of presidents. Current deans even take on the average 13 days of vacation each year, exactly the same number of days that presidents take; this is in spite of the fact that both deans and presidents earn over 20 days of vacation each. The average ages (50.7 years for presidents and 48.3 years for deans) of the occupants of the positions are much closer to each other than might be expected, considering that the "junior" of the two positions is a likely heir to the "senior" position.

If further evidence is needed regarding who will head the nation's community colleges in the future, one can ponder what it means that over 90 percent of the current community college presidents came from within the community college ranks, a percentage that will not diminish over the next two decades. The personal and professional backgrounds of those waiting in the pipeline to take leadership positions at community colleges are striking in their similarity, suggesting that tomorrow's leaders will view the institution and the presidency in much the same way that current leaders do. Unless the applicant pool for future presidents is expanded beyond the base of current deans, the presidency will not benefit from the experiences of a broader spectrum of leaders, including educators, business executives, and others.

Recommendations for Increasing Diversity

Promoting more women and minorities to the academic deanship (and thus placing more women and minorities in the pipeline to the presidency) is a key to diversifying tomorrow's community college leadership. Community college leaders and board members should consider the following recommendations:

1. Female and minority deans should view the presidency as being within their grasp. They should be encouraged to view themselves as highly desirable candidates and to make the position a career goal.
2. More women and minority faculty must be recruited and, after having gained teaching experience, encouraged to move into the administrative pipeline.
3. Graduate programs in higher education should place more emphasis on recruiting minorities and women and placing them in positions of leadership. The University of Texas at Austin's program is a good example of what should be done in this regard.
4. Vacant division chair positions and academic

deanships should be filled with women and minorities, whenever feasible.

5. Current deans and presidents must work to diminish the image and reality of the all-white, all-male, "old boys club" and welcome women and minorities into all college activities.

6. Minorities and women need mentors and role models; until such time as there are enough minority and female mentors, white males, especially presidents, must volunteer to fill this role.

7. Women should continue to expand their efforts at providing professional networks for other women.

8. Minorities should strengthen their peer networks and use these networks.

9. The American Association of Community and Junior Colleges must begin to collect data on race, ethnicity, and gender of community college leaders.

10. Governing boards must seek qualified candidates. But they should reject the belief that they must always employ "the best qualified candidate" if "best qualified" just means more experience, greater seniority, and more time in grade.

11. Finally, governing boards, current presidents, and others should realize that there are many pathways to the presidency other than the academic deanship and recruit candidates from these alternate pathways to increase diversity. With this in mind, qualified women and minorities should be identified from both inside (student services, administrative services, community services) and outside the community college field.

The diversity represented by the community college's students is a reflection of the nation's population and particularly of a work force that increasingly is made up of more minorities and women. Will the community college presidency reflect the diversity of the students attending these institutions? Will the presidency reflect the composition of the work force? The answer is no, not unless some actions are taken to change the existing situation, for those individuals waiting in the presidential pipeline will continue to resemble current presidents in more ways than might be desirable as the nation's community colleges approach the millennium.

George Vaughan is director of the Center for Community College Education, George Mason University, Fairfax, Virginia. This essay is abstracted from his latest book, Pathway to the Presidency: Community College Deans of Instruction, published in 1990 by the American Association of Community and Junior Colleges.

*Volume 4, number 5
April 1991*

Jim Palmer, guest editor



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A CODE OF ETHICS FOR COMMUNITY COLLEGE LEADERS

Daniel F. Moriarty

Recently, the heightened importance attached to the moral dimension of leadership and the high public expectations of leaders have resulted in a renewed interest in organizational value statements and codes of ethics for institutional leaders. Over 75 percent of the fortune 500 companies have adopted value statements, and in universities across the country, institutes and courses in ethics have sprung up. Codes of ethics, once the preserve of doctors and lawyers, have also received renewed attention as a way of setting forth the standards to which leaders hold themselves.

In her 1979 work, *Lying*, Sissela Bok argues that scholars must consider the development of a code of ethics: "Scholars in many fields have had no reason in the past to adopt a code of ethics. But some are now exerting so much influence on social choice and human welfare that they should be required to work out codes similar to those that have long existed in professions like medicine or law." (p. xvii) As chief executives of their institutions, presidents of community colleges clearly exert as much influence and have, in many cases, significantly more impact on the public welfare than scholars. It seems appropriate to ask, therefore, that presidents of community colleges also make a strong professional statement on the importance of ethical values and moral leadership through a code of ethics which would set forth standards for their own behavior.

Purposes of a Code of Ethics

In addition to Bok's straightforward argument that educators need to be up front about their moral principles, there are other reasons to consider a code of ethics for community college presidents.

Representing Professional Ideals. A code need not be a listing of petty regulations. It can be a grand design, expressing a dearly and passionately held core of values that represents the ideals of the

profession. As such, a code can foster pride, establish professional identity, and build community among presidents who daily face difficult issues, anxious stakeholders, and needful communities.

Serving as a Guide for Behavior. In ambiguous situations, a code can also serve as a guide and a foundation for ethical behavior even if it will never punch out the answer. When presidents, for example, face political pressures for the awarding of contracts and jobs whether from board members or their shadows in the community, principles of conduct related to objectivity, fairness, and the best interests of the institution might be more helpful than simply assessing the immediate political pay-off of acquiescence to pressure.

Not surprisingly, chief executives around the country find themselves in highly fluid and highly ambiguous situations for which there are no obvious responses. Indeed, it is entirely possible that two executives facing the same quandary may each decide to go down a different path. For a president making that decision, however, a carefully crafted code can provide basic principles on which a decision can be based. Presidents should not have to make their way in the dark of a totally relativistic, subjective world.

Establishing Principles of Performance. A code of ethics can also serve as a guide and incentive to those who interact with the president. Employment contracts, for example, between presidents and boards are now incorporating ethical principles to serve as a basis for the board's expectations and the president's obligations. Ethical values contained and publicized in a code can have the salutary effect of putting all stakeholders on notice that their president stands for certain principles which should not be assailed and will not be compromised. In any discourse or controversy, these principles can be referenced and can provide a meaningful guide for decision making. That these principles are also subscribed to by the American Association of

Community and Junior Colleges adds weight to their importance.

The other side of the coin, however, is that such a public statement also provides a convenient evaluation instrument to measure the effectiveness of the president. Presidents have questioned whether their various publics might have one more "weapon" to turn against them. The fact is that presidents are always being evaluated on the basis of their moral leadership and integrity; principles have just never been explicitly laid out. A code of ethics does that. In addition, the principles contained in a code should not be seen as specific rules or regulations whose violation can be simplistically determined. Ethical principles should clearly reflect values and obligations, but these principles must always be applied to specific situations where responsible people can reasonably disagree, especially in complex situations.

Finally, presidents need to accept once and for all their accountability, not only on technical grounds, but on moral grounds. Frankel makes this point in his 1989 article, published in the *Journal of Business Ethics*: "Because the profession affects the interest and well-being of individuals who depend on professional services and also exert influence on key social institutions that pursue the common good, society has every right to evaluate professional performance in the light of a moral as well as a technical dimension" (p. 110). If a code of ethics is well crafted, presidents should be eager to take a stand even if they have to take the heat.

A Community College Code of Ethics

In an effort to draft such a code, the Presidents Academy of the American Association of Community and Junior Colleges two years ago began a development process that resulted in the approval by the academy of a code of ethics specifically designed for community college presidents. At its April 1991 meeting, the AACJC Board of Directors recommended adoption of the code to all of its member presidents.

The outline of the code includes a preamble, a statement of values, and a set of principles. In the preamble, the president's primary role as the moral leader of the institution is explicitly set forth. At the same time, there is a clear recognition of the limitation of the code and of its basic heuristic value.

The second section of the code describes the

values that inform and underlie the principles. In turn, the values tend to cluster around the twin mandates of justice and liberty. All the values described, honesty, fairness, respect for individual people and excellence, for example, constitute a shared core of values that must first be accepted if the principles of conduct are to hold up.

The principles of ethical conduct logically follow this statement of values. In this case, principles have to be understood as standards from which action flows. The principles are set as responsibilities toward the major stakeholders who include the board, faculty and staff, students, and the larger community. Importantly, the code is a call to action in relation to the constituent members of the community. The code is not a call to passive, private virtue related to being and not doing. While integrity requires that the president be in fact a person of virtue, that is, to possess a certain quality of character, the code requires doing, acting, and it requires that the president urge others in the college community to assume their ethical responsibilities and then to acknowledge publicly their contributions.

Despite the benefits inherent in a code of ethics for community college presidents, the limitation of such a code in promoting ethical behavior and ethical leadership is obvious. The life and force the proposed code of ethics will have will be the life and force given to it by community college presidents. Obviously, presidents need to read and discuss the substance of the code. More importantly, presidents need to think ethically and to engage in ethical discourse.

Portions of this article are excerpted from a chapter that will be included in *Ethical Dimensions of Community College Leadership*, edited by George B. Vaughan, to be published by Jossey-Bass Inc. in the spring of 1992. Used with permission.

Daniel F. Moriarty is president of Portland Community College in Portland, Oregon. He chaired the Presidents Academy when it undertook the development of the "Code of Ethics for Community, Technical, and Junior College Chief Executive Officers" described in this abstract, a copy of which has been included. Additional copies may be obtained from Carrole Wolin at AACJC.

Volume 4, number 6

April 1991

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American Association of
Community and Junior Colleges
National Center for Higher Education
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RECOMMENDED CODE OF ETHICS FOR COMMUNITY, TECHNICAL, AND JUNIOR COLLEGE CHIEF EXECUTIVE OFFICERS

PREAMBLE

The chief executive officers (CEOs) of community, technical, and junior colleges set the ethical tone for their institutions through both their personal conduct and their institutional leadership.

Therefore, each CEO should adhere to the highest ethical standards and promote the moral development of the college community.

To achieve these goals, CEOs should support active moral reflection, dialogue, and principled conduct among themselves, their boards of directors, administrators, faculty, staff, students, and the community at large.

While no code of ethics alone can guarantee ethical behavior, the values set forth in this code are intended to guide CEOs in carrying out these duties.

VALUES

To promote individual development and the common good, CEOs should strive to promote basic values about how people should conduct themselves when dealing with others in an academic institution serving the educational needs of the community. These values should represent a shared ideal which should permeate the institution and become for CEOs a primary responsibility to uphold and honor.

These values should include:

1. Trust and respect for all persons within and without the college.
2. Honesty in actions and utterances.
3. Fairness and justice in the treatment of all.
4. A pervasive sense of integrity and promise keeping.
5. A commitment:
 - a. to intellectual and moral development
 - b. to quality
 - c. to individual empowerment
 - d. to the community college philosophy
 - e. to college above self.
6. Openness in communication.
7. Belief in diversity within an environment of collegiality and professionalism.

RESPONSIBILITIES TO BOARD MEMBERS

1. To insure that all board members have equal access to complete information in a timely manner.
2. To avoid not only conflict of interest, but also the appearance of it.
3. To represent accurately positions of the board in public statements.
4. To foster teamwork and common purpose.
5. To carry out board policies in a conscientious and timely manner.

Opportunity With Excellence

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RESPONSIBILITIES TO ADMINISTRATION, FACULTY, AND STAFF

1. To encourage the highest standards of excellence in teaching and in the advancement and application of knowledge.
2. To respect both the personal integrity and professionalism of administrators, faculty, and staff.
3. To promote a college environment that fosters mutual support and open communication among all administrators, faculty, and staff.
4. To raise consciousness concerning ethical responsibilities and encourage acceptance of these responsibilities.
5. To seek and respect the advice of administration, faculty, and staff in matters pertaining to college life and governance.
6. To treat all employees fairly and equitably, to preserve confidentiality, to provide appropriate due process, and to allow adequate time for corrective actions.

RESPONSIBILITIES TO STUDENTS

1. To ensure that all students are treated with respect and to promote acceptance of diversity within the college community.
2. To provide quality education and equal access to educational opportunities for all students.
3. To provide accurate and complete descriptions of available academic programs and to provide sufficient resources to ensure viable programs.
4. To seek and respect contributions of students to college decisions.
5. To ensure that there is no unlawful discrimination, harassment, or exploitation in any aspect of student life.

RESPONSIBILITIES TO OTHER EDUCATIONAL INSTITUTIONS

1. To keep informed about developments at all levels of education, particularly with respect to community, technical, and junior colleges.
2. To be honest in reporting college operations and needs.
3. To honor agreements and to maintain confidential information.
4. To respect the integrity of programs offered by other institutions and to promote collaboration.

RESPONSIBILITIES TO BUSINESS, CIVIC GROUPS, AND THE COMMUNITY AT LARGE

1. To ensure that the college responsibly meets changing needs in its state and communities.
2. To promise only what is realistic and keep promises that have been made.
3. To ensure that all interested parties have an opportunity to express their views regarding college policies.
4. To ensure equal opportunities for all groups to take part in college programs.
5. To avoid conflict of interest in contracts, services, and sharing of information.
6. To honor all laws pertaining to the college.

RIGHTS OF CHIEF EXECUTIVE OFFICERS

A CEO should have the right:

1. To work in a professional and supportive environment.
2. To a clear, written statement of the philosophy and goals of the college; to participate fully in setting subsequent goals and policies.
3. To a clear, written statement of conditions of employment, board procedures for professional review, and a job description outlining duties and responsibilities.
4. Within the scope of authority and policy, to exercise judgment and perform duties without disruption or harassment.
5. To freedom of conscience and the right to refuse to engage in actions which violate professional standards of ethical or legal conduct.

Adopted April 1991



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TECHNOLOGY IN EDUCATION IN THE NINETIES

Terrel H. Bell

Education is a labor-intensive industry. While other industries have made great strides toward increased gains in productivity and efficiency in their work by using machines, power tools, and computers, educators have made only slight progress.

In the face of constant outcry that our schools are not educating students to meet today's challenges, those responsible for making changes must push to bring to our classrooms the enormous potential of technological advances of recent years. We now have the capacity to revolutionize the work of teachers and learners.

What is needed is a broader vision of teaching. Classroom technology greatly enhances the powers of each teacher to teach and each learner to learn by utilizing computers, networks, educational software and multimedia tools. We simply must recognize how outdated our current teaching practices are.

Today's educational software is far more advanced than even the best offerings of just two years ago. We do not have to wait for effective programs to be developed. These programs are on the market today, but many educators are not aware of them.

After we have convinced decision makers that they must bring more technology into the teaching and learning scene, we must begin by teaching our teachers. When we adequately train our teachers, the end result is evident in the students.

More Time for Teachers

Teachers have always been burdened with too much paperwork. But this task of recordkeeping and administrative duties can be carried by tech-

nology. Every teacher in America should have and use computer software to make reports and monitor student progress. They must be taught to use the computer to save time. Computer technology can even aid a teacher in knowing each student's learning deficiencies. From grading tests and recording scores to daily communication with parents, technology should replace the antiquated and tedious handwritten work that currently wastes so much precious teacher time—time that should be devoted to interaction with and motivation of students.

At least one-third of each student's day at school should consist of individualized learning supported by some aspect of electronic technology. Students spend far too much time listening to teacher lectures and working in a group situation that often concentrates on the learning problems of others. Students in these situations are passive observers and not active participants. All learning takes place, of course, in the mind of each individual. As each student's mind begins to respond actively to the subject matter of the school's curriculum, he or she begins to learn more.

When involved with a well-written computer videodisc learning program, students are motivated to respond. They cannot sit passively and observe. Each student is actively engaged in learning at every step of the way in a computer program, whether or not his or her response is correct. The program gives immediate feedback and reinforces the student with knowledge that the response is correct or provides additional stimulus and information to the learner if his or her previous response is wrong. Many educators familiar with technology in the classroom believe this type of learning experience promotes self-esteem.

Personalized Instruction for Students

Perhaps the most important advantage to both teachers and learners is the ability of the software to personalize instruction based upon the capabilities of each student. Specifically, teaching software can take the student who has encountered difficulty in a particular subject through a much more detailed explanation and illustration than the student who is better acquainted with the concept needs. Only individualized learning of the type offered by today's technological wonders can provide this type of differentiation. This support and assistance to the teacher is indispensable and makes almost zero-defect teaching a realistic possibility.

To make this level of learning efficiency possible today, we must have a ratio of at least one computer for every three students in each classroom. Moreover, the teacher must be thoroughly familiar with the content of software programs, which is where thorough, aggressive technology training plays an important role. This familiarity must be just as comprehensive as is the teacher's knowledge of a textbook's content. Unfortunately, we are only beginning to attain this capability in a few schools.

The use of computers and software to help master the curriculum should be a natural and spontaneous action on the part of the teacher. It should take less effort than it takes to turn the pages of a textbook or to turn to the chalkboard to present subject matter to learners.

Computers in the Classroom

We must integrate the use of technology within the regular classroom routine. Too many schools separate computers from the classroom, march students down the corridor to the computer laboratory, and require them to study what is presented by computer out of the context of their daily learning environment. This approach does not take maximum advantage of the impact educational technology can have on students. And the teacher may never become committed to the use of tech-

nology if we continue to foster a separation of the classroom environment and educational technology.

Technology in the classroom provides more individualized learning for each student and less total classroom concentration on one concept at a time. It also provides the teacher freedom to meet the unique needs of each learner—to spend more time in small groups and in one-on-one situations and less time with the entire class concentrating on the same idea. Through the power of technology, the classroom becomes the ultimate educational environment.

When we consider the enormous advantage to teachers and students, and when we bring into perspective the urgent need to make today's schools more efficient, we begin to realize the great potential of electronic technology to enhance learning and actually revolutionize American education.

Education is the key to solving many of the problems in our society; from the need for more productivity in the economy, to the demand to reduce the shockingly high dropout rate that feeds unemployment and other ills. We must be more aggressive in bringing to the vast American education enterprise all that can be provided through optimum use of technology in teaching and learning.

This editorial first appeared in the Winter 90/91 Special Issue of T.H.E. JOURNAL. It is reprinted with permission.

Terrel H. Bell served as U.S. Secretary of Education from 1981 to 1985 and was author of the landmark report on American education, A Nation at Risk. He also served as U.S. Commissioner of Education during the Nixon and Ford administrations.

He will be the keynote speaker at "Leadership 2000," an international professional development conference for community college leadership teams sponsored by the League for Innovation in the Community College and The University of Texas at Austin, to be held July 7-10 in Chicago.

Volume 4, number 7
May 1991



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a b s t r a c t s

THE COMMUNITY COLLEGE AS COMMUNITY ACTIVIST: A CAMPUS OF AND FOR THE COMMUNITY

Tessa (Martinez) Tagle

Communities—the basic cell structure of the nation—are disintegrating from neglect, dependency, and despair. The causes are primarily social: poverty; the absence of individual and collective self-esteem; the lack of knowledge, education, even basic information; and generally, speaking, poor coordination in the use of America's resources to help people in need.

The effects are pathological. Youth gangs, once confined to the inner city, are forming in the most exclusive suburbs. Premature death begins in the womb for newborns who, addicted at birth, pose extraordinary and long-term health and intellectual costs. Housing, the place in which family and values for learning are nested, remains woefully out of reach or inadequate. How community colleges fit a broader social agenda into their already overburdened intellectual mission must begin with their decision to treat the most vulnerable in society as whole human beings.

College as Community Activist

On the one hand, in the midst of federal and local cutbacks, this is not the best time to propose yet another role for the community college—especially when the role of the community activist sounds like a return to the 60s rather than a leap forward to the year 2000. On the other hand, it is precisely to preserve economic resources—their own and the nation's—that colleges can help communities set new patterns of behavior in the 90s to achieve a more equitable yet fiscally attainable quality of life for all in the twenty-first century.

Communities and community-oriented colleges share several important characteristics. One of those relates to their delivery of infrastructural support to the people they serve. Imagine living in a community which provides excellent fire and police protection but an undependable water supply. In the same way, community colleges cannot provide only educational solutions in building self-sufficiency when students' problems are inextricably tied to family, housing, personal health, work, and life in the neighborhood.

Taking on the role of community activist means taking on dual allegiances—demonstrating as much fidelity to what is outside the campus door where one works as to what is outside the kitchen door where one lives. It means advocating for the pockets of poverty in the community where descendants of the same family can remain trapped for generation after generation even as others are enhanced by the edge that education provides.

The problem is that the poor still do not make the thoughtful connection between education and a better quality of life. In their neighborhoods, the motivation to want and to act to improve has ceased—not because of some cultural or racial characteristic, but because of repeated broken promises, severed funding, or fragmented and politicized social services which have encouraged dependency. The bootstrap which had been available to others to pull is gone. The will for an education is not going to come from within these neighborhoods. It has to be infused from without through the sensible packaging of community resources, which, rather than working independently on clients and case loads, act in unison on each human being. Community colleges have an important responsibility to assist this infusion.

A Campus Of and For the Community

Recently, the Medical Center Campus at Miami-Dade Community College completed its strategic plan hand-in-hand with its twenty-one-member Community Advisory Council for Strategic Planning. The plan is hinged on a clear philosophy—to be a campus of and for the community. Underlying this philosophy is a simple but powerful set of convictions. The first is to value people as individuals; the second is to pursue both qualitative and quantitative growth; and the third is to provide service to the community. The following is a sample of programs which translate this philosophy and values into concrete acts in the community.

Health Careers for People in Public Housing. This program aims at moving individuals and families living in public housing—usually with incomes of \$8,000 per year or less—into high-demand health care jobs that begin at \$19,000 per year or more. The immediate goal is to place graduates in jobs; the distant goal is to enable them to move out of public housing into low-mortgage home ownership as family income increases.

Each student who successfully completes the program begins a generation's break away from "the projects." Children get a chance at a change in environment as a parent becomes financially self-reliant. Graduates of the program acquire more than just a job; they are positioned for a career ladder in health care.

Medical School for Kids. Another program gives twelve and thirteen year-old, at-risk students an orientation—a la Mr. Rogers—to things that boil and bubble in campus science laboratories. The Medical School for Kids is a six-week experience offering learning activities

which create an early interest in the health and medical professions. The program includes an orientation to nursing and allied health programs, science instruction, laboratory experiments, CPR training, and field trips to hospitals, EPCOT center, and other places which create an incentive to stay in school and to claim the material rewards that are so important to adolescents.

The Dade County Public Schools declared the pilot program to have achieved the highest-ever retention rates for at-risk youths. Thirty-two students began the program, and thirty-two students finished with the desire to be a nurse, an obstetrician, a pediatrician, or a neurosurgeon. All left with a Latin-based vocabulary that would put most to shame.

Partnerships with High Schools. Recently, the Medical School Campus has struck an alliance with an alternative high school that serves teenage pregnant women. Too often, these young women are on a nine-month countdown to dependency on public assistance. In some communities, this plague is epidemic. Following behind them are eleven and twelve year-olds in the same circumstances. In the partnership, older students who are about to exit the alternative high school are dually enrolled in college programs, given financial aid counseling, and assisted in preparing for life and a livelihood as very young single parents.

Comprehensive Neighborhood Quality of Life Program. The most exciting project is just getting underway. If successful, the Comprehensive Neighborhood Quality of Life Program has the potential to establish a national model for how community colleges deal with the poor among them. The program will help a neighborhood identify a set of quality of life indices—what the neighborhood perceives to be healthy. The campus, then, will coordinate an infusion of community resources to help the neighborhood to become healthy according to the indices. The college will coordinate strategies and services by all agencies, community groups, and student volunteers to deal with individuals as whole human beings with all-at-once needs for educational health, job and economic health, physical health, and environmental health in the form of housing. The idea is to promote the complete recovery of one neighborhood at a time, rather than to scatter and squander resources.

Strategies for Community-Based Programming

These ventures are not easy. They are intensive labors of community activism that must overcome incompatible infrastructures of collaborating institutions; general ambiguity about the best way to meet the very complex needs of program participants; and the egos, personalities, and turf battles that get in the way. Oddly enough, what makes joint projects like those suggested here work is that no one knows all the answers when the program begins. Program planners learn together what works and what does not. Typically, the programs that do work at the Medical Center Campus are those that do the following:

Build upon College Programs. Successful programs often combine education or field applications of currently existing campus programs with a fundamental

community problem. Faculty incorporate research and analysis of key community issues in their courses and use their communities as laboratories for subjects ranging from history and economics to language and nutrition.

Focus on Whole People. Perhaps the key characteristic of successful programs is that they focus on wholes, not parts of people. They take into consideration all of the physical, intellectual, occupational, and psychosocial needs and wants of the people they serve. It is inconceivable to expect a single parent living in public housing to attend class regularly without also tending to needs for childcare, transportation, meals, tutors, uniforms, malpractice insurance, and seventy-five dollar textbooks—for which, by the way, most Private Industry Councils will pay.

Match Program Characteristics to Specific Client Characteristics. Successful programs are also those that acknowledge that the poor are not a homogeneous group. Rather, specific programs need to target specific characteristics of subgroups, for instance, black males between the ages of seven and eight, pregnant teenagers, parents of preadolescents, and extended families.

Incubate Programs with Small Groups. The wisdom that it is easier to move a mountain in small pails than in one big push applies here. Small programs give participants the attention that they never get in bureaucracies. Small initial efforts also reduce the costs of errors and allow mid-course adjustments to be made more easily.

Collaborate Across Organizations. Successful programs use multi-institutional resources in process, design, and implementation. They recognize that no one person or organization can fix the ills of society alone. They build upon each other's strengths, and they collaborate freely, always keeping in mind that the interests of the clients they share come ahead of other concerns.

Fixing at-risk communities might seem just too big a burden to assume. Community colleges have already taken on the toughest job in higher education, and to take on more seems overextending their present mission. Yet, these institutions are clearly positioned to connect classroom to the community in ways that can help both students succeed and neighborhoods prosper. If not community colleges, then whom?

Attempting to solve all community problems simply exceeds the present configuration of resources within the college and community. However, by repositioning college resources and assisting the convergence of the human resources residing in their faculty, staff, and students, community college leaders can begin forging long-term solutions to heal and restore the communities in which they work—and live.

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Volume 4, number 8
May 1991



LEARNING COMMUNITIES: NEEDED EDUCATIONAL RESTRUCTURING

Ron L. Hamberg

There is general agreement that undergraduate education is in crisis. Its fundamental ills include the lack of coherence in course work, the lack of connectedness among the disciplines, and the lack of intellectual interaction between faculty and students.

In contrast, imagine a learning environment where students and instructors eagerly work together toward understanding concepts, solving practical and intellectual problems, debating philosophical positions, and trying to synthesize aspects of different disciplines. Imagine students and faculty reluctant to quit their activity at the appointed hour, and imagine that ninety percent of the students complete their classes and receive credit. This almost sounds too good to be true, but it is true for learning communities which restructure the curriculum in order to achieve linking and coordination of content and learners in an environment based upon experiential learning.

A Definition of Learning Communities

Learning communities describes a pedagogical approach which places emphasis on the student and the instructor as members of a community engaged in the learning process. Courses and course work are joined together or restructured during a quarter or semester so that students and instructors can experience the coherence of content spread over two or more disciplines. The experience at Seattle Central and other community colleges in Washington State suggests that almost any disciplines can be linked: economics with history; music with English and political science; art history with geography. Discovering the interconnectedness among the disciplines becomes an essential part of the learning process.

A learning community entitled, "The Renaissance: Italy and Harlem," provides a good example. The disciplines linked in this program are English composition, art, music, and history. Instead of separate, isolated courses, the students and the faculty study relationships among disciplines and across time. Instead of faculty lecturing students about content, students and faculty read original source materials, in translation if necessary, and discuss and debate concepts of humanism and

free will, love and romanticism, and individualism and community, as reflected in the art and music of the era. Students work together in small groups designing presentations which represent various positions on ethical and philosophical questions. Faculty collaboratively plan and team-teach the program. They meet regularly and discuss issues before the collective body of students, who observe their mentors engaged in spirited debate.

The Pedagogy of Learning Communities

The following elements characterize the pedagogy of learning communities:

Integration of Skills and Content. This is not an unusual element of education; indeed, most educational theories recommend integrating skills acquisition activities with content. In practice, however, there is often little emphasis on skills acquisition. Students do too little writing, and teachers require too little analysis. Lectures followed by multiple-choice examinations often pass for the learning process itself. Learning through experience—by doing—is the epistemological cornerstone of learning communities.

Interdisciplinary Study. While linking and synthesizing disciplines is increasingly recognized as important to understand the complexity of contemporary issues, current educational practice divides subject matter into disciplines and subdisciplines, resulting in isolated and fragmented views of the universe. Learning communities attempt to achieve a more comprehensive understanding of the world.

Active Approaches to Learning. Although most learning communities use lectures to some extent, their pedagogy tends to be more diverse, and seminars and discussion groups are critical elements of program design. Seminars are key to learning communities since they provide a format that encourages collaboration, discovery, learning to work in groups, and developing an ability to express a personal point of view—all of which are reinforced by using primary source materials.

Restructuring. Learning communities overcome the fragmentation of typical teaching and learning environments by restructuring time and space so that faculty and students spend more class time together.

The Organization of Learning Communities

Learning communities are usually organized according to three basic models:

Interest Groups. Triads of courses form interest groups, usually offered at the freshman level. Each interest group has a peer advisor who convenes the group weekly to form study groups, to learn about campus resources, and to plan social gatherings. For example, an interest group in pre-law might be created by courses in American government, introduction to philosophy, and fundamentals of public speaking. The students are a cohort who register in the three interest-group courses.

Linked and Clustered Courses. This organizational structure is the least intrusive with respect to the curriculum found in most colleges and universities today. It consists of two or more courses taken in common by a cohort of students. At the simplest, or linked, structure, the faculty agree to run their classes with an awareness of the content of the other courses. The clustered structure adds a common theme, such as "culture, myth and folklore," which connects the courses. A more coordinated approach, called a federated learning community, uses a master teacher who attends the linked courses and also teaches a theme seminar for the students connecting the disciplines.

Coordinated Studies. This model, developed at the Evergreen State College, is comprehensive in structure and content. Faculty teams plan and teach together in blocks of time which allow opportunities for discussions, workshops, field trips, lectures, and other such activities. In addition, this model uses book seminars, which involve the reading of primary material and guided small-group discussion. This structure involves considerable coordination of course and faculty schedules—hence the name. It is also the most expensive model because the student/faculty ratio must be near 20:1 so that seminars and small-group work are possible.

The Case For and Against Learning Communities

The case against learning communities is usually based upon objections to their curricular intrusiveness and high cost. In fact, these objections are inextricably linked. Learning communities explicitly challenge the predominant methodology of the current undergraduate curriculum—the lecture. In fact, the principal reason for herding students into lecture halls is that this pedagogy is cheap, and thus, the major resistance to learning communities is their higher costs relative to the lecture.

The cost-efficiency of the lecture is such that it has dominated undergraduate education, with the result of encouraging memorization of other people's ideas without much discussion, debate, or discovery. At least for public education in the United States, it has been the custom not to introduce these three Ds until graduate

school, and in most instances, not a great deal until doctorate studies. This practice is certainly not based upon educational theory, but rather on its efficiency in processing large numbers of students cheaply. In the long run, however, the lecture approach is not cost-effective, because students do not learn as effectively. Attrition is high and skills acquisition uncertain.

Curricular innovation always carries the burden of demonstrating that it is better than the current structure. The challenge for learning communities is to demonstrate that while they are a more expensive methodology, they are more effective. The experience in Washington State suggests that learning communities can deliver impressive results in terms of student academic achievement, student intellectual development, retention, transfer, and student motivation. Studies at Seattle Central suggest measurably enhanced intellectual development results from the learning communities approach. Further, learning communities programs have experienced greatly improved rates of student retention and persistence. Longitudinal studies are currently being conducted to determine the long-term effects of participation in learning communities on subsequent academic performance, degree achievement, and goal accomplishment.

Anecdotal evidence provided by students and faculty contend that learning communities offer a superior structure for education. While not as cost-efficient as the lecture, learning communities may be more cost-effective, result in better education, and provide a more satisfying and renewing experience for both students and instructors. It has been suggested that the learning community experience is probably long-lasting and may actually act as a kind of learning virus: one or two doses may infect the learner forever. If current research bears out these claims, it would seem wise to consider modifying educational structures so that students may encounter learning communities in one or more forms at least for a semester or two prior to graduate school. Involvement in learning communities may be some part of the solution to the crisis in undergraduate education that is universally lamented. The lecture probably is not.

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Volume 4, number 9

June 1991

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TOTAL QUALITY MANAGEMENT: AN OVERVIEW

Robbie Lee Needham

Management systems are usually implemented in response to current conditions. Such systems and the terms to describe them change with time and use in new contexts. Much of the current management literature, in education and other industries, focuses on systems that can be described under the umbrella term, Total Quality Management, or TQM. TQM contains a mix of original ideas and those with historical antecedents. The following is a brief overview of TQM and how it is being applied in community colleges.

Background and Sources

TQM is a management system—a philosophy, set of tools, and organizational models. It is known by names other than Total Quality Management, including: the Deming Management Method; in the United States—Total Quality Improvement and Total Quality Commitment; in Japan—Total Quality Control, Company-Wide Quality Control, and *kaizen*, which in Japanese means gradual, unending improvement, doing little things better, setting and achieving ever higher standards.

The components of TQM are a blend of ideas developed by three major theorists. W. Edwards Deming applied statistical thinking to the control of variation of work processes. He is best known for his fourteen points (*Out of the Crisis*, 1986). J. M. Juran added insight into managing for quality and describing the quality trilogy: quality planning, quality control, and quality improvement (*Juran on Leadership for Quality*, 1989). Philip B. Crosby developed ways to motivate and organize for quality. His less technical approach is based on the ideas of "zero defects" and "conformance to requirements" (*Quality is Free*, 1979). Most quality improvement programs follow the ideas of one or more of these theorists.

Basic Concepts

While there are significant differences among the theorists and their approaches to implementation, they share basic concepts that are the foundation of TQM.

Continuous Improvement of Quality. Fundamental to all TQM systems is improving the quality of the

products and services provided by an organization. Such quality improvement results in greater productivity and enhances the ability of an organization to remain vital, employ people, and serve customers. A focus on continuous quality improvement helps an organization do things right.

Central Focus on the Customer. Also central to all TQM is a focus on the customer, the internal and external recipients of an organization's products. Their needs and desires define quality for the producer whose job it is to meet or exceed the customer's needs and expectations. A focus on customers helps an organization to do the right things.

Systematic Improvement of Operations. All work occurs in processes that begin and end somewhere. These work processes account for 80-85 percent of the quality of work and productivity of employees. Management is responsible for systems within an organization; therefore, managers, not employees, must shoulder blame when something goes wrong with the system.

TQM calls for studying work processes quantitatively, using individuals or teams, to find places that breakdowns or unnecessary complexities occur in processes, and then to identify solutions that prevent them in the future. Study of work processes helps to reduce costs while ensuring that quality is built into a service or product since quality cannot be inspected into it at the end of the processes.

Open Work Environments. Continuous quality improvement requires an atmosphere for innovation where suggestions for improvement are solicited and respected and where supervisors and managers are open to disagreement, conflict, and challenge. Activities for the improvement of work processes, especially when teams are involved, help to break down barriers that occur between departments or between supervisors and those supervised.

Long-Term Thinking. TQM is also characterized by long-term thinking which helps mold the future by understanding the consequences of current actions. Such thinking requires decision making that is based on data, both hard and soft, and related to real problems, not symptoms. It requires time. It shies away from quick-

fixes arrived at by discussion and intuition. Long-term thinking works best in organizations where managers plan to stay, and thus have a stake in the consequences of their decisions.

Development of Human Resources. Organizations that follow TQM principles are organized to help people do their jobs; they are seriously committed to employee learning and development. Such development begins with a thorough orientation to the organization, including its mission, values, and information about where the job fits into the organization. It involves educating people to perform to the quality standards of a specific job before requiring them to work independently.

TQM expects managers to respect the ability of well-trained employees to know the work they do better than anyone, and therefore, to be the best at improving it. Human resource development includes providing the training to learn the communication, quantitative, and team-participation skills required in an open, quality-improvement work environment. Development programs provide extensive education to help individuals keep up-to-date on their jobs and to prepare themselves for new responsibilities.

Management Responsibility for TQM Leadership. Managers need to lead the transformation of the organization to the new culture of continuous quality improvement. They must accept personal responsibility for continuous quality improvement and be dedicated to empowering others in the organization to accept personal responsibility for it, too. This approach taps the collective genius of the organization to identify and solve problems. The leader's focus is on policy, structure, and systems to sustain continuous quality improvement. Within this context, quality is the first among equals of the organization's functions. Quality is at the top of the agenda for every meeting, every communication. The leader's goal is to help people, things, and machines do a better job; the leader's role is that of facilitator, catalyst, and coach.

Implementing Quality Management Concepts

Since World War II, the Japanese have been very successful using the American ideas for total quality improvement they learned from Deming and Juran. In the late 1970s Americans became interested in the success of Japanese firms and discovered that their management processes were the cornerstone of that success. Some American companies adopted TQM and applied it successfully, notably Ford Motor Company, Hewlett-Packard, Campbell Soup Company, and The Paul Revere Insurance Company. Others were less successful, largely it seems, because they were unable to accomplish the cultural and organizational changes required to implement TQM principles.

TQM in Community College Administration

Community colleges, too, have adopted TQM, primarily to improve their management processes. While the number of colleges that has implemented TQM systems is not large, an increasing number are experimenting with various elements of it. They have approached implementation in a variety of ways.

Perhaps the most common model is for senior leadership to become interested in TQM, to study various applications, and then, to initiate TQM practices from the top-down. At most of these colleges, TQM is first applied to leadership team processes or related administrative functions. Incorporation of TQM principles into the curriculum and academic administration may follow administrative application.

TQM has also been introduced to community colleges by mid-level managers who have come in contact with its principles through a curriculum designed and provided by the college for local business and industry. These managers begin to introduce TQM practices within their own areas. This grassroots approach often spreads laterally before upward. Other colleges have actually become involved in TQM along with a consortium of businesses in their service area. Business and college participants learn both TQM and about the challenges they have in common. The consortium then becomes a critical link with the community, as well as a source of problem solving, support, and encouragement for TQM.

It is legitimate to question why any leader would be attracted to TQM since the model demands basic changes in established management practices. However, a rationale for experimenting with TQM is not difficult to articulate. At its best, TQM can provide a focus and structure for institutional effectiveness that includes the dimensions of quality and accountability and operationalizes them throughout the college. TQM can provide a structure for involving faculty and staff in college problem solving and decision making in ways that are meaningful to them and to the college. TQM can also provide a model for transforming a stagnant college organization to a new level of fitness.

Even more fundamental is the fact that the values espoused by TQM are the values of community colleges: commitment to quality, respect for people, focus on process, and the expectation of continuous learning.

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BEYOND WELLNESS: SOLUTIONS FOR THE 1990s

William F. Waechter

Wellness, a craze of the vital 1980s, has reemerged as a solution for the cash-starved 1990s. That wonderful monster, rather than a dying fad, appears more genetically sound than ever as organizations of all kinds, including community colleges, struggle to increase human productivity in response to declining resources. Wellness of the eighties is giving way to a much broader concept; it has become a critical component of broad-based institutional strategies to utilize human resources, which constitute the overwhelming share of all organization's budgets, more effectively and efficiently.

Among the major challenges facing community college leaders in a time when they are asked to do more with less are providing effective educational delivery systems, controlling constantly escalating benefit costs, and recruiting and retaining qualified staff. At least part of the solution to all these problems can be addressed by a comprehensive, integrated, and institutionwide wellness program. Rather than considering wellness programs a frill of the prosperous 1980s, managers in all industries have seized upon well-designed efforts as indispensable tools for increasing productivity—and thus improving the bottom line—in tight financial times.

Comprehensive, Coordinated Programs

It is clear that to be effective, wellness efforts cannot be segregated into "one time only," disjointed, or unconnected activities. This does not mean that every institution must have a "wellness czar," or worse, a chief of the wellness police." However, in order to achieve tangible institutional benefits, such activities need to be part of a carefully considered and well-designed program to give coordinated direction to such seemingly diverse components as child care, flex time, crisis counseling, laughter and humor programs, fitness activities, sick-leave policies, family counseling, education about AIDS and other contagious disease, elder care, medical plan design, case management, management training, death and dying, grief and loss, medical self-care programs, wellness letters, leaves of absence, transfers and reassignments, cholesterol screening, weight management, retirement counseling, risk management, safety programs, incentive rebates, nutrition programs, stress management, tobacco-free workplace issues, substance abuse programs, wellness across the curriculum, health screening, employee recognition programs, grievance

procedures, health fairs, and blood pressure screens.

Any institution in which these activities are coordinated and well managed will be able to document positive change in its organizational culture. Wellness becomes both ubiquitous and spontaneous. It is more than a cliché to claim that physically, emotionally, and spiritually "well" employees deliver higher quality services. Studies indicate that dollars spent on wellness are well invested and repay organizations many times over.

Recruiting and Retaining Employees

It only stands to reason that a well institution is more likely to attract and retain the highest quality employees. It is no secret that the recruitment of qualified employees, especially from racial and ethnic minority groups, has become a difficult challenge for community colleges. While most college leaders understand the importance of celebrating diversity and attracting diverse staff, fewer associate providing an optimal work environment with attracting individuals of high caliber who are also in high demand. Organizations which foster and support the spiritual, emotional, and physical well being of their employees are bound to compete effectively in attracting quality staff.

Improving Productivity

Wellness is a multifaceted condition that permeates every nook and cranny of an organization. Work relationships improve and the environment changes from one of competition to one of cooperation. Employees become genuinely concerned about the success of fellow employees. In fact, old-fashioned wellness produces similar results to those sought by total quality management programs that are currently in vogue.

Once wellness takes hold, it becomes an unrehearsed and spontaneous response mechanism for individuals and the organization. Problems are met with different approaches; resolution rather than conflict is the order of the day. Food banks are established. Healthy environment committees appear from nowhere. Giving to United Way increases. Managers assist employees in identifying problems and referring them to appropriate agencies for help rather than recommending them for termination. The workplace becomes more flexible. Exceptions become the rule, and individuals feel valued. A new and

higher level of corporate citizenship evolves. Productivity gains at all levels are achieved.

Students deserve the highest quality instruction delivered by faculty who are motivated, caring, concerned, and are performing in an environment where they feel safe, comfortable, appreciated, and recognized for their contributions. An environment where corporate and individual wellness is the standard rather than the exception will result in increased student success.

A Successful Wellness Program

The Maricopa Community Colleges have operated a comprehensive wellness program since 1985. Their experience seems to demonstrate the claim that investment in the wellness of employees produces benefits that far exceed the cost. Specific elements of the program may suggest those that are critical to its success.

Commitment of Leaders. The district's governing board and senior administration employs a full-time organizational psychologist/manager of wellness to provide coordinated direction for wellness activities. The psychologist assists in providing programs for both employees and students that include seminars on weight reduction, stress management, smoking cessation, supervisor training, and use of the district's Employee Assistance Program.

Employee Assistance Program. The Maricopa Community Colleges provide at no cost to individual employees an assistance program to which they and their families can turn in times of trouble. The EAP provides up to ten prepaid sessions of individual or family counseling, with assistance in areas including marital and family problems, substance abuse, and stress reduction. The specific employee assistance program with which the district contracts is selected by representatives of all district employee groups.

Coordinated Efforts. A major role for the organizational psychologist is to assist the wellness and fitness coordinators on each of the district's ten campuses, including assistance with referrals to appropriate agencies and the EAP. Every employee of the Maricopa Community Colleges receives a monthly subscription to *Vitality Magazine*, which was selected because of its format for providing hundreds of brief tips dealing with individual and family wellness, happiness, and well being.

Policy. The board and administration also attend to policy that can have important effects on employee wellness. Policies related to infectious disease control have ensured that the district's experience with several AIDS-related deaths have brought an outpouring of caring and concern rather than panic. The district has established flexible work schedules; reimbursement accounts, which permit employees to pay for child care and elder care with pretax dollars; and liberal leave policies, ranging from paid professional leaves based upon years of service to unpaid leaves to allow employees to deal with pressing personal matters.

Roadblocks and Rewards

There are obstacles to achieving the commitment necessary to implement a broad-based wellness program. In an era of financial restraint, even the relatively modest funding requirements of such programs are both targets for cuts and excuses for not investing in wellness.

However, the most important stumbling block appears to be the philosophy and experience of frontline managers. Most over the age of forty-five probably were raised in a culture where it was not acceptable to care publicly. They grew up in a generation where time and motion studies were important management tools and thoughts regarding employee productivity probably never once strayed into family problems or those related to substance abuse. Many see their roles as strictly to supervise on the job activity and believe that being professional excludes being personal.

Managers were also raised in an era where the best medical insurance program was the one that provided the most for the least cost. Yet, in the contemporary environment, where there are many one-parent families, or where both parents often have to work to make ends meet, the priorities for benefit packages change for the bulk of employees. Employee input into the design of their own benefit plans assures that each can be best tailored to meet the personal, psychological, and medical needs of individuals.

So, a massive retraining program for persons who deal directly with employees in a management or supervisory role is a prerequisite to success. Only when supervisors understand the kind of corporate culture that promotes excellence and leads to better teaching and learning can wellness take hold. Some will have to be brainwashed and educated to understand how philosophies, beliefs, and work and family circumstances have changed; why it is okay to care; why it is acceptable to provide flexible working schedules and to allow parents to take phone calls from their kids. They will have to be encouraged to support activities such as wellness days and weeks, as well as humor and laughter workshops. They must all come to believe that wellness is a process which moves individuals and organizations toward higher levels of health.

If "writing across the curriculum" is key to student success, some parallel "wellness across the organization" may be the prescription which helps community colleges to do more with less and achieve the high levels of productivity required for them to succeed in challenging times.

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Volume 4, number 11
August 1991



INCREASING STUDENT INVOLVEMENT IN LEARNING

Jack Friedlander and Peter MacDougall

There is no question that student outcomes are at the heart of the calls for accountability that have become a permanent fixture on the national education agenda. In this context, research on what works in increasing student success and academic achievement becomes critical information to virtually all community colleges.

An extensive body of evidence demonstrates the strong relationship between student involvement and student achievement. Studies have shown that personal growth, academic achievement, and satisfaction with the college experience increase with the amount of time students invest in their course work and in the life of the college generally. While most research in this area has been conducted at four-year institutions, the findings also apply to community colleges.

Research Results at Santa Barbara City College

In the fall of 1989, Santa Barbara City College administered the Community College Student Experience Questionnaire to 1,765 students enrolled in a cross-section of classes. The results revealed substantial differences among respondents in the degree to which they take advantage of the learning opportunities. Findings also confirmed that the greater the level of student involvement, the greater the degree of progress students felt they had made toward related educational objectives. Specific results included the following:

- Those who use the library as a resource and research tool are more likely to report progress in developing the ability to learn independently, pursue ideas, and find information than those who do not.
- The more time students devote to writing, the greater the progress they report in learning how to write clearly and effectively.
- The more contacts students have with fellow students of differing backgrounds and philosophies, the more likely they are to indicate progress in becoming aware of different cultures and learning to appreciate and get along with people from different walks of life.

Clearly the amount and quality of participation in learning activities are more important determinants of student achievement than age, ethnicity, number of hours employed, and other personal characteristics.

Responding to Results with Policies and Programs

The challenge for most community colleges which enroll large numbers of part-time students with substantial family and job commitments, is to develop policies and programs that maximize this student participation. At Santa Barbara City College, policies have been developed and implemented that encourage 1) student involvement in the classroom, 2) faculty-student interaction outside of class, and 3) student participation in out-of-class campus activities.

Involvement in the Classroom. Colleges can encourage involvement in learning by expecting students to become active rather than passive participants in the classroom. SBCC faculty experiment with instructional strategies, such as small group projects, that require such involvement. For example, at SBCC, English-as-a-second-language classes are often held jointly with Spanish classes that meet during the same time period. In the first half of these joint class sessions, students in the Spanish class might be asked to practice their Spanish by inviting the students in the ESL class to a movie. In the second half of the class period, the students reverse roles and the ESL students are asked to use the English they have learned to invite the American students to the movies. This exercise requires students in both ESL and Spanish classes to integrate and apply the vocabulary and grammar that they have been studying.

Instructional technologies can also be used to increase the amount of time students devote to learning. Studies conducted at SBCC on the effectiveness of videodisc programs in music appreciation and history show that students learn more when they are asked to respond to questions embedded in a videodisc than when they are asked to passively view the videodisc without having to respond to questions. In addition, students indicate that they learn more through interactive videodisc instruction

when they use this technology in joint projects with other students. Faculty can thus increase the benefits of instructional technology by designing learning experiences that require interaction with these technologies and with peers in the classroom.

Student Contacts with Faculty and Other Students.

At a commuter campus, students often do not have an opportunity to interact with faculty or other students outside of class. SBCC has tried to address this problem through an emphasis on faculty advising and through an effort to provide students with on-campus jobs.

The advising program at SBCC is designed to increase the out-of-class contacts students have with faculty in their major fields of study. Each year the college designates twelve instructors as faculty advisers, each with a case load of 50 students majoring in areas related to his or her teaching discipline. The faculty advisers are trained by the college's counseling staff and meet with each student advisee at least once per semester to plan the student's class schedule and discuss the student's educational and career aspirations. To ensure greater student-faculty contact, student advisees are required to meet with their faculty advisers before registering for classes. An evaluation of this program showed that, on average, students met with their faculty advisers four times a year; 13 percent of the students surveyed during the evaluation noted that the conferences held with faculty advisers significantly influenced their decision to remain in college.

On-campus jobs also increase the contacts students have with faculty and fellow students. In addition to employing students as tutors, SBCC has created approximately 100 positions in which students work as instructional aids, peer advisers, or interns in academic departments that are related to their fields of study or in campus operations (such as the bookstore or business development center) that utilize the skills and knowledge required in these fields. For example, the Computer Information Systems Department employs several of its students as interns who help faculty and staff use computer application programs. As another example, student aids in the Political Science Department assist faculty in such activities as organizing the Political Science Club, the International Studies Club, the Model United Nations Program, and the department's video library. These on-campus jobs allow students who would otherwise work off campus to become more involved in the college community and in scholarly activities that promote learning.

Increasing Involvement in Out-of-Class Activities.

One way of increasing student participation in out-of-class learning activities is to link those activities to specific courses. For example: SBCC students enrolled

in English 1 (college-level reading and composition) are required to study a play produced by the Theater Arts Department. Students in the English 1 classes discuss the play with the director and the cast, attend a performance of the play in the college's theater, and participate in a discussion held immediately after the performance. Through this interdepartmental project, in place for three years, over a thousand students have been exposed to the theater. Many of these students might not otherwise have attended college theatrical productions. Similar efforts have been undertaken by other faculty who link their courses to such campus-based events as the college's Noon-Hour Lecture Series, the Political Science Club's Candidates Forum and the college's Cinco de Mayo activities.

Educational achievement is directly linked to the amount and quality of effort invested by students in the learning opportunities provided by the college. On the surface, this is an obvious conclusion. Less obvious, however, are the steps community college educators can take to influence the extent to which students will participate in activities that contribute to learning and development.

If community colleges are to increase student involvement in learning, they must develop policies with that involvement in mind. For example, faculty hiring and evaluation procedures should require current or prospective instructors to discuss the use of instructional strategies that promote active learning. Student services programs should be established with the overriding goal of involving students as active participants in developing their own programs of study rather than treating them as passive recipients of information provided by college staff. Applying the principle of student involvement to policy development does not require colleges to invest additional resources. It simply requires colleges to rethink the ways in which educational opportunities for students are organized and delivered.

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Volume 4, number 12
September 1991

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leadership

abstracts

ARGUMENTS WITH WHICH TO COMBAT ELITISM AND IGNORANCE ABOUT COMMUNITY COLLEGES

Don Doucette and John E. Roueche

Community colleges are still struggling for understanding, support, and respect in a society that too often provides only lip service to the democratic ideals of access and egalitarianism that these institutions represent. The evidence of this abounds, including the egregious example of elitist bias found in a June 3, 1991, issue of *U. S. News and World Report* which observed that policy decisions in several states were "pushing many economically disadvantaged students into the weakest four-year state schools and into community colleges, where it's often difficult to get a decent education." (p. 50)

While long-suffering community college practitioners are probably not surprised by such slights, the irony is that the case for community colleges has never been stronger. Community colleges have entered the 1990s as mature and sophisticated institutions that are making important contributions to an economy and educational system struggling to cope with changes brought about by the dawning of the information age.

Yet, the potential of community colleges remains largely untapped, in no small part due to a persistent elitism among leaders in the media, business, and government that is fueled by their relative ignorance about these institutions. The following arguments are offered as a succinct case for community colleges. They are intended for use in educating those unfamiliar with them. It is a case that, unfortunately, needs to be repeated and demonstrated over and over again if attitudes are to be changed and community colleges accorded the respect and support they need to contribute effectively to the American economy and educational system.

Growth and Emergence

Business and political leaders respect growth as a measure of success in nearly all areas of endeavor, and there are few more dramatic examples of successful growth than the development of community colleges. While the first junior college was established in Joliet, Illinois, in 1901, in fact, most community colleges are less than three decades old. The 1,211 community colleges in the United States enroll almost six million credit students, about 45 percent of all students in higher education, and nearly 55 percent of all first-time freshmen each fall term. In market terms seldom used by educators but familiar to business and political leaders, in less than 30 years, community colleges have captured over half of the 350-year old higher education market.

Other facts support the contention that community

colleges have become a financially prudent and socially acceptable higher education alternative for mainstream college students who continue to enroll in record numbers. Some two-year colleges continue to experience five percent annual growth rates at a time when enrollments in many four-year colleges and universities have remained steady or declined, and the number of eighteen year olds has remained constant. Community colleges continue to open, not close, new campuses. They also continue to attract new, nontraditional students into higher education, while providing for the lifelong learning needs of adult students in countless communities. The fact that there is a community college within commuting distance of over 90 percent of the United States population—and in every congressional district—is usually not lost on key leaders.

Succeeding with Traditional Missions

Negative impressions with which community colleges must invariably deal include narrow typecasting as providers of limited vocational training and claims of failure of the transfer mission. However, the bulk of the evidence compiled by colleges at the local level, as well as studies at the state and national level, make the case that community colleges have performed their traditional missions effectively.

The percentage of community college students transferring to four-year colleges and universities has been calculated by national studies to be about 30 percent. This should be evaluated in light of a national survey by the American Association of Community and Junior Colleges that shows that about 36 percent of students say that they entered community colleges with the intention to transfer. In several states, especially those with policies that assist smooth transitions from community colleges to four-year state universities, as many as 50 percent of the juniors and seniors in four-year state universities are transfers from community colleges. More importantly, studies from several states indicate that the academic performance, persistence, and degree achievement of community college transfers are comparable to those for native university students after their first semester of enrollment.

Community colleges across the nation report that 80-90 percent of their students completing career training programs are employed in jobs related to their training six months after completing their programs. This success in preparing students for entry-level positions in

fields as diverse as business services, allied health, and technical occupations is particularly important in light of estimates that 80-90 percent of all new jobs created in the U. S. by the year 2000 will require a minimum of two years of postsecondary education. Such training has been demonstrated to benefit students: associate degree recipients earn 29 percent more than those with only a high school education, and 15 percent more than those who have had some postsecondary education but not earned a credential. Black associate degree recipients earn 51 percent more than those with only a high school diploma; women with an associate's degree earn 40 percent more than those with only high school.

Assisting Economic Development

More recently, community colleges have assumed key roles in assisting the economic development of communities, primarily by providing job training needed to attract and serve business and industry. The role has expanded and garnered increasing support from the business community as these colleges have become one of the principal providers of training and retraining for a work force being buffeted by changing demands. Community colleges have shown their flexibility by adapting the content and delivery of training to meet the specific needs of local employers, and business and industry has responded with both political support and growing contracts with community colleges to provide more and more employee training.

There has been a growing recognition that the growing gap between the decreasing skill levels of those entering the work force and the increasing skill levels required to compete in a global economy represents one of the most pressing problems facing the nation. Community colleges have historically taken on the task of teaching basic skills to underprepared adult students, often risking the ire of taxpayers who do not want to "pay twice" for such instruction. However, with the recognition that such instruction, including adult literacy and English as a second language, is key to national priorities for maintaining economic competitiveness, the case for the community college role has become even stronger.

Modeling Education for an Information Age

As community colleges have matured and become recognized as capable and pragmatic institutions, they have increasingly assisted in the solution of community problems. They have convened, coordinated, brokered, and facilitated the efforts of community groups, local agencies, and service providers to serve their common clientele. The importance of this role has increased dramatically in proportion to the seeming lack of capacity of national and state government to assist local communities to solve their own problems.

Community colleges are uniquely positioned as bridging institutions with strong links to all educational providers in a community—K-12 schools, four-year colleges and universities, business and industry training, and community-based education. As a result, they are best positioned to assist communities to address the

most urgent problem they face: increasing the effectiveness of schools to prepare students to contribute to and succeed in an information-based economy.

A spate of recent reports and the major federal initiative in education "America 2000: New American Schools," explicitly recognize the urgency of improving the outcomes of K-12 schools. There is an explicit recognition that nothing less than a transformation of current school systems is likely to achieve the needed results and that this transformation is likely to involve a massive infusion of information technology into the schools within the context of well-developed, community-based partnerships between the public and private sectors.

Alone among institutions of higher education, community colleges are focused on teaching and learning—perhaps the premier teaching institutions in the world. Recently, they have made major strides in applying technology to improve teaching and learning and have moved ahead in the widespread implementation of instructional technology. It has become clear that community colleges, more than most institutions, are positioned to contribute greatly to the solution of not only the nation's economic problems but also its related educational problems. They are increasingly capable of providing models for education in the information age.

Perhaps the very best argument for community colleges is that they are uniquely American institutions that best represent the democratic principles of the founding fathers. Community colleges were founded on principles of universal access to higher education, and they have remained true to that commitment, taking on new tasks, serving new clientele, and meeting new community needs, even when criticized for spreading themselves too thin by attempting to serve all who can benefit. Today, community colleges are a major force in assimilating new waves of immigrants; accommodating the increasing diversity of American society; and providing education to assist all participate in the political process and share in the economic rewards of the American dream. They can be a primary tool in ensuring U. S. competitiveness in the global economy and can play a key role in helping to build healthy communities in towns and cities throughout the nation.

World events have emphatically demonstrated that democracy is an unfinished experiment. The same can be said of community colleges, which remain the most democratic of American institutions and the most flexible and responsive to meeting the challenges of the new world political and economic order. The best evidence of this is the resurgent interest among both developing and established democracies in this higher education model. While "uniquely American," community colleges have become both a national treasure and a leading export.

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Volume 4, number 13
October 1991



FACULTY EXTERNSHIPS: CATALYSTS FOR TQM

Roger P. Bober

Educational leaders at all levels are continually reminded of their responsibility to produce employees with skills to make them capable of competing in a global economy. Two-year colleges, especially those with a mission commitment to provide state-of-the-art career preparation, have long acknowledged their roles in training a skilled work force and assisting the economic development of their communities.

More recently, solutions proposed to address declining U. S. competitiveness have focused on education-business partnerships to close the skills gap and produce a better work force. Once again, two-year colleges have a tradition of working with local business and industry, with company representatives sitting on college advisory committees and colleges providing customized training for employees, including at the work site.

Other programs can also serve to forge productive links between colleges and the businesses and industries they serve. In particular, faculty externship programs through which college faculty are provided leaves to work in the private sector have proven very effective in furthering close relationships between business and education. Not only can faculty externship programs have a positive influence on career preparation programs, but they can also have unexpected benefits for the college as a whole. At Terra Technical College, the faculty externship program is helping prepare the college to utilize total quality management techniques throughout the organization.

The Faculty Externship Program

In 1988, Terra Technical College, a small two-year college of approximately 2,500 students in Fremont, Ohio, received a grant from the Ohio Board of Regent's Selective Excellence Program to establish a faculty externship program. Since the summer of 1989, nearly one-third of all full-time faculty and department heads has participated in the program involving eighteen businesses and five governmental agencies. By mutual agreement between Terra Technical College and local business and industry, externs are loaned for a predetermined period of time to engage in "hands-on" work experiences typical of the business and relevant to the extern's teaching field.

The Work Experience. Externs reported that in their work experiences they were primarily charged with recognizing and defining problems; inventing and implementing solutions; and tracking and evaluating results. They also reported that creative problem solving often took place in groups which required listening and speaking skills where meaningful feedback was important to the maintenance and improvement of standards. All externs reported that their basic academic skills were in demand daily through such activities as studying, analyzing, testing, creating, recommending, updating, practicing, and coordinating.

TQM Awareness. Through their daily contacts with company employees, externs were exposed to training, time management, discipline, and communication activities. A number of externs found themselves confronted with two challenges. The first was focusing on their current skills and coping with change, discipline and stress. The second was helping others recognize the importance of improving workgroup performance. These externs experienced a supervisory atmosphere of maintenance-related administration and improvement-related management; that is, some externs experienced the total quality movement in various stages of implementation in participating businesses.

Impact of the Faculty Externship Program

On Faculty Externs. By participating in the work environment, externs reported learning and updating academic and technical skills needed for current and future jobs. They improved their skills working with current technology, became familiar with improved processes and advanced features of current technology, and worked with new technology and processes which graduates are likely to experience. The externs brought these newly acquired skills back into the classroom and department and incorporated them into relevant learning and management experiences.

On Students. Students benefitted from newly energized faculty incorporating their new skills and current knowledge of business practices and trends into the classroom. Students were reported to have gained an increased interest in and appreciation for theory, for instance, because faculty were better able to explain how

theory was applied on the job. Former externs were also better able to convince students of the importance of being able to write clearly and concisely about technical subjects, as well as to use new hardware and software tools to make communication easier and more effective.

The faculty externship program also led to revised curricula giving students an opportunity to choose from an improved mix of programs and courses. Students, emulating the faculty externship program, established a "job shadowing" program for students with local businesses and industry through their student organization, the Terra Business Club. This program, in modified form, has subsequently been adopted by the Fremont Chamber of Commerce and incorporated into the Fremont City schools for high school juniors and seniors.

Perhaps most important, another result of the externship program has been the many contacts made by faculty and department heads that have opened the doors for graduates and increased opportunities for students to participate in cooperative education.

On Business and Industry. The Faculty Externship Program has benefitted participating businesses by improving processes, practices, materials, and productivity. For example, one employer indicated that the faculty extern was the first to make color chips that could be used at a later date for installation on a color computer. In another example, the college and a local business have agreed to share their research and development efforts in electronic document interchange using national standards. In fact, all participating businesses and governmental agencies rated the externship program positively and agreed to accept more externs. All twenty-three employers agreed that the externship program had a positive impact on their own employees.

From a customer point of view, employers benefitted by the assurance that training provided by the college was grounded in the practical aspects of the field. This confidence building is key to the development of additional contacts between local businesses and the college, including the expansion of customized training provided by the college on a contract basis for employees.

Assisting Continuous Improvement of the College

While the faculty externship program was planned and implemented to achieve important benefits for faculty, students, and local business and industry, perhaps its most significant benefits have accrued to the college itself. Although not specifically intended, the faculty externship program has become a major catalyst for the implementation of total quality management at Terra Technical College. As a large number of the college's tenured faculty have participated in the program, several have returned from their externships in business with not only new skills but with an interest and some experience in TQM. Testifying to the trend, the Industrial

Management Technology Program was renamed the Total Quality Management Program incorporating total quality control management practices and procedures. The college hosted a total quality management awareness seminar for local business and industry, and several efforts have been made internally to promote awareness of TQM, including the goal of continuous improvement of all aspects of college operations.

While returning faculty externs have fueled the interest in TQM at the college, a variety of initiatives in the student services and general studies divisions of the college were also inspired by the ideal of continuous improvement. In order to support such broad-based application, the college established a continuous improvement fund for all employees. For example, full-time instructional staff and faculty have access to \$1,500 mini-grants in addition to their individual professional development fund distributed through their respective divisions. Part-time faculty also have access to \$500 mini-grants to support their professional development needs. The college has planned to continue TQM awareness and training during 1992 within the college, and faculty externs will be encouraged to seek placement in companies that have adopted TQM practices.

Proponents have argued that how well corporations are able to adjust their internal environments towards total quality management relates to their future competitiveness. The same argument applies that community colleges which adopt a total quality management philosophy with a continuous improvement culture will be better prepared to meet the challenge of preparing a work force capable of competing in the global economic marketplace. In fact, the principal challenges facing business and education are the same: producing higher-quality, lower-cost products and services that respond to customer needs; both can benefit from the same remedy.

The Faculty Externship Program has been a startling success for Terra Technical College. It resulted in direct benefits to students and business and industry. It has revitalized and retooled faculty, and it has reassured the local community about its investment in postsecondary education. At the same time, the program has proven itself an effective strategy for introducing TQM concepts to both the core curriculum and administrative practices of the college. It is a value-added program, which is consistent with TQM principles and which has the potential to assist community colleges nationwide to play an ever more vital role in the nation's economic development.

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*Volume 4, number 14
November, 1991*



LIFE AFTER BEING A COMMUNITY COLLEGE CEO

William E. Piland and John McCuen

The concept of retirement conjures different images for different people. Some may see it as a golden period when they can pursue cherished activities too long neglected. Others may fear retirement as a period of aging, stagnation, and decline. Research in the private sector has documented that some retiring chief executive officers cling to their positions late in life while others eagerly leave. Some are content with the impact they have had in their lives; others seek greater impact and prolonged reassurance of their significance. Community college CEOs probably exhibit behaviors more similar to these business executives than to workers in routine and repetitive jobs who, research reports, are generally eager to retire from their jobs.

Little has been known about how community college leaders think about retirement, how well they are prepared for the change, and how well they adjust to life after leaving jobs with which many have developed strong identifications. Yet, a large cohort of community college leaders has already begun to retire, and hundreds more are likely to retire in the next decade. Added to these are CEOs who are either terminated or encouraged to resign from the increasingly difficult position, median tenure for which has declined to just over five years. As a result, it has become increasingly important for CEOs to learn from the experiences of their counterparts and to prepare for life after the presidency.

A Study of Former California CEOs

A study was initiated in November 1990 of former CEOs of California community colleges. A sample of 118 former CEOs who had retired, resigned, or been terminated, but were not employed as CEOs at other community colleges at the time of the study, was identified. A mail survey was sent to 106 of these, and 77 responded, and a telephone interview was constructed and administered to 12 responding CEOs, selected to represent the larger sample in terms of their reasons for leaving, their number of years in the position, and the number of years since leaving.

The study was designed to answer questions, such as: What happens to community college CEOs when they close the office door for the last time? How well prepared were they for this major life event? And what are their lives like one, five, and ten years after descending from the mountaintop?

Results of the Study

Of the 77 respondents, two-thirds had retired from their last CEO position, and the remaining third had resigned or were terminated. The average tenure for all respondents was eleven years, ranging from one to 35 years. They had worked in community colleges an average of 25 years, and their average age upon leaving the CEO position was 60, with a range of 42 to 69 years of age.

Preparation. Fully 73 percent of the respondents began preparing for retirement within their final five years in the position. Twenty-one percent did not begin preparing until the final year before leaving. As might be expected, CEOs who retired gave more thought and preparation to their retirement than those who resigned or were terminated, and 74 percent of the retirees reported that their tenures ended as they expected it would, while fewer than half of those resigning or being terminated said their careers ended as they expected it would.

Overall, former CEOs reported that they were either "very well-prepared" or "well-prepared" in seven different areas of preparation: living arrangements, personal health and fitness, financial security, social life, family relationships, professional life, and constructive use of free time. However, only about a third reported that they were "very well-prepared" with respect to financial security and subsequent professional life. One in ten were unprepared to use free time constructively. As might be expected, those who resigned or were terminated reported significantly lower preparation in six of seven areas, especially with regard to financial security.

Post-Retirement Lives. Nearly 40 percent of the respondents indicated that their post-CEO lives were either "very different" or "somewhat different" than they had anticipated. These responses did not vary much by the number of years since leaving the position. Thirty-eight percent were employed full-time within five years of leaving the CEO position; 32 percent were consulting, and another 32 percent were not employed. About one-quarter reported continuing to read community college literature and keeping in touch with people and developments in their former field. However, very few, less than 10 percent, reported looking for full or part-time positions in the private sector.

Former CEOs were most likely to travel, read for pleasure, pursue old habits, or visit family and friends in the first years after leaving their positions. Only about 20

percent reported developing new habits, and only 40 percent volunteered in their communities; fewer than five percent took college courses in new areas of interest.

Summary. For the most part, CEOs who retired were prepared for that marker event in their lives. They began preparing years before the actual event and did considerable thinking about retirement in their last year in the position. Family relationships and living arrangements were well established for post-CEO life, while financial security and the constructive use of free time were areas in which retirees could be somewhat better prepared.

Most retiring CEOs had positive feelings about their positions and their relationships with their boards at the time of retirement, though a rather large number reported being relieved—hinting that stress might have been a factor in the decision to retire. While some former CEOs continued to look for work and continued to consult and to keep in touch with community college contacts, for the most part, their post-CEO professional lives were very much like other retirees.

The study suggests that post-CEO life appears to be an active and positive one for both CEOs who retire and those who resigned or were terminated. There were some exceptions to these generally positive results that supported the conventional wisdom that CEOs whose self-worth are defined by their jobs are not good candidates for retirement. However, a large majority of respondents would not have done anything different in their community college positions. They were pleased with their careers and the timing of their retirements. Contrary responses seemed to focus on the choice of the specific CEO position held, especially among those who resigned or were terminated. In retrospect, former CEOs overwhelmingly see their careers in a positive light.

Recommendations

Most of the recommendations suggested by the study address areas where CEOs were not as well prepared as they might have been for retirement. Retired CEOs should organize into a formal group (parallel to the private sector group SCORE—Service Core of Retired Executives) to make good use of their time and talent. They could offer boards of trustees their experience and counsel on difficult institutional issues. They could assist current CEOs with retirement planning and aspiring leaders with mentoring opportunities, either on a paid or volunteer basis. Retiring CEOs would do well to investigate other avenues for employment, travel, and education, while also developing new hobbies and personal health and fitness regimes.

Current CEOs should prepare for retirement now by balancing career, family, recreation, personal health, civic duties, church, and personal development in their lives. They should also develop realistic two-part post-CEO life plans. One plan should be for retirement: when to retire and what to do after retirement. The second plan should be for termination or resignation, and it should be as well developed as the first. While still in the position, CEOs should arrange for a sabbatical from work within three years of retirement and use the time to plan and

practice for retirement. They should develop a pattern of volunteering in the community, for volunteerism seems to provide a substitute environment to use and be recognized for CEO-like skills for those with such needs.

Prospective CEOs should follow many of these same recommendations, preparing for an orderly succession of career and life activities even before reaching the zenith of their professional careers.

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