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ABSTRACT
               The papers provided in this proceedings discuss the roles
and responsibilities of chairs, deans, and other organizational leaders at
community colleges, focusing on strategies for balancing innovative
educational approaches with traditional leadership. Following background
material on the Chair Academy, the following three keynote speeches are
presented: "Learning Revolution," by Terry O'Banion; "What Will Community
Colleges Do When Microsoft and Disney Deliver High-Quality, Accredited Higher
Education and Training into Most American Homes and Businesses?" by Don
Doucette; and "An Ongoing Challenge: Success in Education," by Guadalupe
Quintanilla. Most of the 60 papers presented in concurrent sessions are
provided (some papers were not submitted or were submitted in abstract form
only). Topics covered in the papers include reforming the curriculum approval
process; balancing innovation and tradition to create learning opportunities
for all learners; designing a virtual classroom on the Internet for distance
learning students; enhancing student learning through public deliberation;
establishing innovative service learning programs; methods for faculty
evaluation; internationalizing the curriculum; occupational program sharing;
managing organizational change; implementing a successful mentoring program
for new chairs and deans; team-building through technology; strategies to
meet financial problems; the roles of chairs, faculty, and deans in student
assessment; tech prep; and transformational leadership. Contains 58
references. (TGI)

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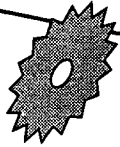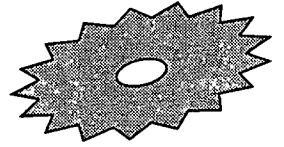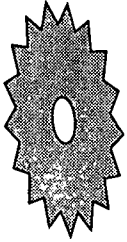
WALKING THE TIGHTROPE
THE BALANCE BETWEEN INNOVATION AND LEADERSHIP

1997 International Conference Proceedings
February 12-15, 1997
Reno, Nevada

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Chair Academy

NCCCA Overview

THE IMPORTANCE OF THE CHAIR ACADEMY

Organizational leaders off all departments/areas are crucial to the success of the community & technical college. It is at this level that critical operational and instructional issues are addressed. Organizational leaders are relied upon by college Administration to see that decisions are communicated and acted upon. From the administrative point of view, they are a link to faculty and students. They are essential to providing leadership for their individual departments and collectively for their college.

An organizational leader with supervisory responsibilities requires considerably different skills and behaviors compared to a faculty or staff member position. Yet typically, faculty and other staff new to their supervisory position are thrust into their jobs without even a hint of training, often resulting in frustration (if not disaster) for these individuals as well as their departments/areas.

There are several reasons for this. These include: 1) shifting loyalty and focus from a specific discipline or area to the college as a whole; 2) dealing with and resolving a vast number of different conflicts; and 3) learning how to design plans and budgets that reflect the needs of their faculty, staff, and students in a time of diminishing resources. Unfortunately, few colleges provide formalized training to assist their leaders in making this transition.

The Chair Academy, formerly known as The National Community College Chair Academy (NCCCA) and renamed the Chair Academy in 1996, was founded to address these leadership training concerns. Created in 1990 for the purpose of advancing leadership for community & technical college chairs, deans, and other organizational leaders, the Academy was formed in direct response to the acutely limited leadership training opportunities for community & technical college organizational leaders. The Chair Academy focuses on helping these leaders advance the academic and administrative skills necessary for success in their leadership positions.

In fact, the Chair Academy is the only organization in the community & technical college setting that focuses on comprehensive leadership training for chairs, deans, and other organizational leader.

Today, change is happening on all fronts of education. The appropriateness and need for training for college leaders of the next generation has never been greater. The Chair Academy has taken on this challenge and in so doing will posture the community & technical college system as a vital component of education in the 21st Century.

Mission

The Mission of the Chair Academy is to Advance Academic and Administrative Leadership for community & technical college chairs, deans, and other organizational leaders. The Mission will be met through the achievement of Chair Academy Goals and through the offering of a variety of programs and services.

Goals

As part of its Mission, the Chair Academy has established several goals. These goals are to:

- Conduct research to identify the leadership requirements necessary to successfully carry out the responsibilities of a community & technical college chair, dean, or other organizational leader.

- Design programs and services to meet the leadership training needs of chairs, deans, or other organizational leaders.

- Conduct an Annual International Conference for Chairs, Deans, and Other Organizational Leaders to promote and stimulate leadership development, as well as provide opportunities to make personal contacts with other chairs, deans, and organizational leaders internationally.

- Develop and distribute a professional journal for chairs, deans, and other organizational leaders.

- Proactively seek grant dollars from foundations, corporations, and federal agencies to support the leadership development activities of the Chair Academy.

- Partner with other educational agencies, associations, community & technical colleges, and universities to provide leadership training for chairs, deans, and other organizational leaders.

- Conduct Institutes for Leadership Training & Development, throughout the United States and abroad, designed to enhance leadership skills for chairs, deans, and other organizational leaders. Completion of all program competencies will lead to professional certification.

PROGRAMS AND SERVICES OF THE CHAIR ACADEMY

International Conference

First held in 1992, the annual conference provides a forum for dialogue, sharing of ideas, and opportunities for interaction among chairs, deans, and other organizational leaders. The international event includes world-renowned keynote speakers, small group breakout activities and roundtable discussions, role playing activities, case study exercises, informal discussions, and plenty of opportunity for personal interactions, networking, and building friendships. The conference is held annually in the month of February.

Institute for Leadership Training & Development

The purpose of the Institute is to provide intensive training over the course of a year on the development of organizational and transformational leadership skills. Through the Institute, college leaders gain the information, skills, and insight needed to excel in their positions.

Participants in the Institute are involved in:
- An introductory week-long Leadership Development session
- A Two-Semester Practicum which includes the development and implementation of an Individualized Professional Development Plan (IPDP)
- A mentorship program
- The development of a personal journal
- A concluding week-long Leadership Development session

Once all the requirements have been completed, each participant then receives professional certification. Participants can also earn post-graduate credit through an arrangement with the University of Nebraska–Lincoln.

Information Resources

A vital component of the Chair Academy is a library of information resources for chairs, deans, and other organizational leaders. The Chair Academy has partnered with the University of California and ERIC to build an extensive resource base focusing on leadership research and training geared specifically to community & technical colleges.

Part of the Information Resources library is the ongoing development of an international speakers bureau comprised of professionals available for presentations and consultations directly related to leadership training.

Research

The Chair Academy continually and systematically explores the needs of chairs, deans, and other organizational leaders through the use of surveys and other research methodologies.

The first national Chair Academy survey was conducted in February, 1991. The survey results pointed to six areas of need: faculty evaluation; strategic planning at the department/division and college level; curriculum planning and design; conflict management; developing and managing budgets; and negotiating and dealing with the dual role of the chair as both faculty and manager. The Academy responded immediately by incorporating these topics into its International Conference and the Institute.

A second survey, conducted in the fall of 1992 in partnership with the University of Nebraska Center for the Study of Higher and Post-Secondary Education, was distributed to all community college chairs in the United States and Canada. The survey was designed to determine what chairs view as challenges in the future and the strategies for meeting those challenges. Over 3,000 chairs completed the survey.

For the first time, basic data such as department size, years of experience, number of faculty supervised, and the areas in which chairs feel training is needed is now available in a book titled Academic Leadership in Community Colleges, published by the University of Nebraska Press, 1994. Subsequent research studies will include the effects of stress associated with the position of the chair and the rising issues and concerns focusing on part-time faculty.

The results of these research efforts continue to guide all of the Academy's programs and services and ensure that the Academy is addressing the most pressing needs and issues of community & technical college leaders.

Community College Exchange Program

The Community College Exchange Program (CCEP) was founded in 1986 to establish and facilitate opportunities for exchange of faculty, administrators, and staff among community & technical colleges in the United States and Canada. Over 225 community & technical colleges are currently members of CCEP. In 1993, the CCEP was placed under the auspices of the Chair Academy.

Publications

The Chair Academy publishes a professional juried journal, *Academic Leadership*, which serves as an information and research source for chairs, deans, and other organizational leaders. The journal is distributed in conjunction with Chair Academy membership.

Membership in the Academy

One of the best ways to enjoy the benefits offered by the Chair Academy is to become a member. Membership is offered at an individual and an institutional level.

Each member of the Chair Academy receives the following benefits:

- The ability to participate in the only international leadership training organization for community & technical college chairs, deans, and other organizational leaders.

- A subscription to The Chair Academy juried professional journal, *Academic Leadership*. The journal is published three times a year and offers detailed articles on the issues facing today's academic leaders as well as regular tips and viewpoints on a wide variety of issues.

- A $30 registration discount to the Academy Annual International Conference featuring renowned keynote speakers, dozens of small group, interactive concurrent sessions, technology showcases, peer discussion groups, and much more. The conference is held annually in February.

- Access to discipline-specific listservs, on-line information networks that bring community & technical college leaders together via computer. The networks are a superb way to quickly access or share information on a growing range of topics.

- Access to Academy research. The Academy regularly conducts research on a variety of topics and issues facing community & technical college leaders today.

- An Academy t-shirt.

- Advance notice of all Academy programs, including the international conference, regional Institutes, or any other special event.

- Certificate of Membership.

Institute for Leadership Training and Development

The Institute for Leadership Training and Development (the "Institute") is one of the most important programs of the Chair Academy. The Institute for Leadership Training and Development was created to provide a hands-on, intensive leadership training program specifically for academic and administrative leaders in today's community & technical colleges. The ultimate goal is for these specially trained leaders to provide vital leadership and vision for their departments and their colleges, the result of which will be superior programs and services for students.

The Institute was created in cooperation with the University of Nebraska-Lincoln after years of research and investigation into the specific needs of chairs, deans, and others who hold (or expect to hold) academic and administrative leadership positions within today's community & technical colleges. Through surveys, interviews, face-to-face meetings, literature reviews, and assessments of other community & technical college and university leadership programs, the founders of the Institute created a program specifically designed to fill the skills gap most often encountered by college leaders.

This year-long, comprehensive program provides skills-based leadership training and professional development. Through the Institute, academic leaders gain the information, skills, and support they need to excel in their positions and lead their departments or divisions, and their colleges, in providing outstanding educational programs to their students and communities.

Participants in the Institute will be involved in:

- An introductory week-long Leadership Development session (involving no more than 60 community & technical college leaders)

- A Two-Semester Practicum, including the development and implementation of an Individualized Professional Development Plan (IPDP)

- A mentoring program, including the development of a personal journal

- A concluding week-long Leadership Development session and awarding of professional certification

When all of the program's competencies are met, the participants receive professional certification. Participants in the Institute can also register for graduate level credit with the University of Nebraska-Lincoln.

In the next few pages, you will find more details about each facet of the Institute, what to expect as a participant, how to become involved in this outstanding Leadership Development Program, and, best of all, how to register.
The week begins with a Leadership Development retreat (or 'advance' since we don't think participants should ever retreat once they join the Institute). At the advance, participants (chairs, deans, and other organizational leaders) join trained facilitators and guest speakers for a week of training activities focused on leadership skill development.

The program is centered on the participants and focuses on "building the learning community" through the use of many active and collaborative teaching and learning techniques. Each activity is designed for building leadership skills and improving performance. Instructional approaches include, but are not limited to:

- Guest Speakers
- Large Group Discussions
- Small Breakout Discussions and Activities
- Role-Playing
- Case Studies
- Informal Discussions and Dialogues

In addition, there are plenty of opportunities during the week for participants to meet informally with guest speakers and facilitators to address their specific needs and concerns. Equally important, participants build networks and foster relationships with other Institute participants.

Leadership Topics

The Institute's rich variety of instructional approaches is matched by the breadth and depth of topics included in the first week of training:

- Leadership Perceptions: Defining the Complex Role of the Organizational Leader

- The Role of the Transformational Leader

- Understanding Your Behavioral Styles and How to Work with People with Different Styles

- Managing/Facilitating Change
- Performance Standards: Use of the Teaching Portfolio

- Managing Your Role as an Organizational Leader

- Understanding and Using Conflict Management Techniques

- Strategic Planning - Developing a Mission, Setting Goals, and Implementing Plans to Achieve Them (the Why's, Who's, How's, and When's of Developing Departmental Plans)

- Initiating Active and Cooperative Learning Techniques in the Classroom

- Applying Leadership Skills through the Development of Individualized Professional Development Plans

During the week, participants begin to create their own Individualized Professional Development Plan (or IPDP). This important document centers on reflective thinking and the Institute's offerings related to each participant's professional development needs.

The Practicum

The IPDP is a plan that identifies specific leadership areas substantiated by goals and objectives related to the concepts, principles, and topics covered in the first week of training. Through the IPDP, participants identify leadership areas and traits which need to be learned, changed, modified, and enhanced to help them become effective academic leaders.

The IPDP is a road map for organizational leaders; it lists techniques and strategies for meeting specified leadership goals and objectives, serves as a benchmark for measuring change, and enhances your skills as transformational leaders.

The IPDP is usually finalized within one month after completion of the first week of training. The plan provides the framework upon which participants build and implement their specific strategies for improving and enhancing their leadership skills. The IPDP serves as the basis for a Two-Semester Practicum that follows the first week of training.

Application of What Has Been Learned

The Two-Semester Practicum begins immediately after the first week-long session. The core of the practicum is the refinement and implementation of the IPDP and the attainment of personal goals and objectives. The practicum also serves as the basis for ongoing individual assessment toward meeting the program competencies of the Institute.

Implementing the IPDP is challenging and highly personal. For this reason, participants have two mentors: a College Mentor of their choice, who provides support, encouragement, and feedback during the process, and an Institute Staff/Liaison who provides support, guidance, and counsel to both the participant and his/her College Mentor. This support team guides the participant through the practicum and assists in the attainment of IPDP goals and objectives.

Practicum Journal

The year-long practicum encourages and stresses reflective thinking. To capture these often enlightening thoughts or experiences, participants maintain a practicum journal. In this journal they record their activities, experiences, and strategies related to their individual goals and objectives. The journal becomes a progress report as well as a basis for discussions with mentors who review, comment, and provide feedback on a regular basis.

Program Assessment

A key component of the Institute is the opportunity for a pre- and post-assessment of the year-long leadership training experience. Prior to the first week-long session, participants provide a self analysis based on program competencies of the Institute. They also ask their supervisor, two colleagues, and their support staff to assess them.

After the practicum, a post-assessment is conducted once again with the participant, the participant's supervisor, colleagues, and support staff. The post-assessment is designed to determine if any behavioral changes, specifically measured against the program competencies, have occurred as a result of the training program.

The Second Week-Long Leadership Development Session

A second week-long Leadership Development session is held after completion of the Two-Semester Practicum. During the second week of Leadership Development, participants revisit concepts and principles form the first week of training, share and compare experiences from their Two-Semester Practicum, and are provided with a number of new topics which round out the essential skills for becoming and effective academic leader. These new topics include:

- Small and Large Group Presentations on IPDP Experiences

- Strategic Planning and the Budget Process

- Teaching and Learning: The Role of the Organizational Leader

- Working with Part-Time Faculty

- The Role of the Leader in Faculty and Staff Development

- Advancing Technology: The Role of the Organizational Leader

- Managing Diversity

- Solving Leadership Issues through the Use of Critical Incidents and Case Studies

At the conclusion of the second week-long Leadership Development session, each participant who demonstrates the competencies outlined in the program is awarded professional certification

The Chair Academy

The future of community & technical colleges is dependent upon the quality of leadership for chairs, deans, and other organizational leaders. Through academic Leadership Development training, better educational programs will be offered to students to help them achieve academic excellence at the community college & technical level.

The Chair Academy is dedicated to meeting its mission to "Advancing Academic & Administrative Leadership" for chairs, deans, and other organizational leaders within the community & technical college setting.

How to Participate & Register for the Institute

For additional information about how to participate and register for the Institute for Training & Development and other programs offered through the Chair Academy, call or write to:

Chair Academy
145 N. Centennial Way
Mesa, AZ 85201
(602) 461-6270
Fax (602) 461-6275

Chair Academy

Keynote Speakers

KEYNOTE SPEAKERS

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THE CHAIR ACADEMY
Sixth Annual International Conference for
Community & Technical College Chairs, Deans, and Other Organizational Leaders
February 12 - 15, 1997
Reno, Nevada

ACADEMY

LEARNING COMMUNITIES, LEARNING ORGANIZATIONS, AND LEARNING COLLEGES

By

Terry O'Banion
Executive Director
League for Innovation
Misssion Viejo, CA

Paper Presented at the
Sixth Annual International Conference for
Community & Technical College Chairs, Deans, and Other Organizational Leaders
February 12 - 15, 1997
Reno, Nevada

A C A D E M Y

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TERRY O'BANION
VITA

Dr. Terry O'Banion is the Executive Director of the League for Innovation in the Community College, an international consortium of leading community colleges in the United States and Canada dedicated to experimentation and innovation. In 1993 the League celebrated its twenty-fifth anniversary and was cited as one of the most significant organizations in the community college field in a national study of community college organizations. In the same year, the League was recognized by the IBM Corporation for twenty-five years of distinguished partnership and by the Council for the Advancement and Support of Education for Distinguished International Service to Education—the only time in its 40-year history this award has been granted to a community college organization.

Dr. O'Banion holds a B.A. degree (*cum laude*) in English and Speech from the University of Florida, an M.Ed. in Guidance and Counseling from the University of Florida, and a Ph.D. in Administration in Higher Education from Florida State University.

In his 36 years in community college education, Dr. O'Banion has served as Dean of Students in two Florida community colleges and as a Professor of Community College Education at the University of Illinois in Urbana where he was selected for the "Outstanding Teacher" award for seven years in a row. He has served as a visiting professor at the University of California at Berkeley, the University of Hawaii, the University of Lethbridge in Canada, and Florida State University. He has also been the Vice Chancellor of Education for the Dallas County Community College District and a Distinguished Visiting Professor at The University of Texas at Austin.

Author of 12 books on the community college, Dr. O'Banion's newest book, The Learning College, will be published in late 1996. His 1994 book Teaching and Learning in the Community College continues as a best seller at the American Association of Community Colleges. Teachers for Tomorrow was selected by School and Society for the Outstanding Books in Education Award for 1973. Dr. O'Banion has authored more than 100 articles, chapters, and monographs dealing with various aspects of community college education.

Dr. O'Banion served as a member of AACC's Commission on the Future of the Community College and has been a consultant to over 500 community colleges and universities in 45 states and Canada. He has received Distinguished Service and Leadership awards from five different councils of the American Association of Community Colleges and the International Leadership Award from the National Institute for Staff and Organizational Development.

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LEARNING COMMUNITIES, LEARNING ORGANIZATIONS, AND LEARNING COLLEGES

Terry O'Banion

A learning revolution appears to be spreading rapidly across the higher education landscape. Triggered by the 1983 report, *A Nation at Risk*, that warned "the educational foundations of our society are presently being eroded by a rising tide of mediocrity," the revolution was energized by a second wave of reform reports that began appearing in the early 1990s. These reports focused the reform efforts on a common theme: to place learning first. A 1993 report, *An American Imperative*, called for "putting student learning first" and "creating a nation of learners." In 1994 the Education Commission of the States urged a reinvented higher education system that would reflect a new paradigm shift centered on learning. In 1995 the Association of American Colleges and Universities issued a paper titled "The Direction of Educational Change: Putting Learning at the Center."

Community colleges and their leaders have also joined the revolution. Myran and Zeiss predict "we are entering a period of profound and fundamental change for community colleges...We are becoming learner-based colleges." George Boggs says "The mission is student learning. The most important people in the institution are the learners. Everyone else is there to facilitate and support student learning." The Board of Governors of the California Community Colleges in its 1995 New Basic Agenda announces "Student learning is essential to the social and economic development of multicultural California."

And a handful of community colleges, soon to number in the hundreds, are busy redrafting statements of values and mission, redesigning organizational structures and processes, developing outcome measures, and applying information technology, all in the name of making their institutions more learner centered. As community colleges embrace the learning revolution there is some understandable confusion regarding a number of terms that have appropriated the word "learning" as part of their nomenclature. Terms in current use include learning communities, learning organizations, and learning colleges.

Learning Communities

A curricular intervention designed to enhance collaboration and expand learning, a learning community "purposefully restructures the curriculum to link together courses or course work so that students find greater coherence in what they are learning, as well as increased intellectual interaction with faculty and fellow students." The structures are also referred to as learning clusters, triads, federated learning communities, coordinated studies, and integrated studies; but the term "learning communities" has emerged as the favorite descriptor. When the same 30 students enroll for nine credit hours in a sequence of courses under the rubric of "Reading, Writing, and Rats" they have enrolled in a learning community.

The first learning community was offered in the Experimental College at the University of Wisconsin in 1927. There have been numerous variations on the learning community in higher education for the last 70 years, and the first such experiments in a community college occurred at Santa Fe Community College (Florida) in 1966. More recently, the community colleges in Washington state, Daytona Beach Community College (Florida), and LaGuardia Community College (New York) have been leaders in developing new and expanded forms of learning communities.

Learning communities are powerful curricular innovations and certainly help revolutionize the learning process, but they are not a necessary construct in the learning revolution. Learning communities would have emerged with or without a learning revolution; it is not likely they would have by themselves created a learning revolution. In some colleges in which they exist, the rest of the institution maintains business as usual in which learning is not always first. But

since learning communities do exist, it would be wise to incorporate them into the architecture of the current learning revolution.

Learning Organizations

Garvin suggests that "A learning organization is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights." The goal is to create a "community of commitment" among the members of an organization so they can function more fully and more openly to achieve the goals of the organization.

Peter Senge chartered the territory of the learning organization in his 1990 book *The Fifth Discipline: The Art and Practice of the Learning Organization*. Senge describes the learning organization as one in which "people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together." According to Senge, a learning organization depends upon five disciplines: systems thinking, personal mastery, mental models, building shared vision, and team learning. Through these disciplines, a college will flatten its organization, develop models of collaboration for faculty and administrators, develop processes for evaluating and reviewing its goals, and involve all stakeholders in learning better how to do their jobs.

A number of community colleges are attracted to the concept of the learning organization and have begun to apply some of the processes developed by Senge and his colleagues. Because they are familiar with the language of the learning organization, many community college leaders assume they are engaged in creating learning-centered institutions as a result of their interest in and compliance with the processes of the learning organization. It is quite possible, however, for a college to reduce its hierarchy, open the information flow, focus on whole systems, work together in teams, and develop flexible structures designed to enhance the continuing involvement of all stakeholders and still retain models of classrooms, lecturing, and teacher-as-sage as has been true in past practice. In some ways, a learning organization is designed for the staff of the institution, while a learning-centered institution is designed for the students. There is no guarantee that a learning organization will become a learning-centered institution placing learning first for students unless those values are made clearly visible as the primary goal of a learning organization.

The basic concept of the learning organization, however, provides a powerful foundation on which to build a learning-centered institution. The concepts of the learning organization are philosophically compatible with the concepts of a learning-centered institution, and the processes of learning organizations are compatible with the processes of learning-centered institutions.

Learning Colleges

A new term has emerged in the last several years, specifically tailored for the community college, that reflects the goals and purposes of the learning revolution in action. The term "learning college" is much more useful in describing the comprehensive nature of a community college committed to placing learning first than are the terms "learning communities" and "learning organizations." The learning college places learning first and provides educational experiences for learners any way, any place, any time. The learning college is based on six key principles:
- The learning college creates substantive change in individual learners.
- The learning college engages learners as full partners in the learning process, assuming primary responsibility for their own choices.
- The learning college creates and offers as many options for learning as possible.
- The learning college assists learners to form and participate in collaborative learning activities.

- The learning college defines the roles of learning facilitators by the needs of the learners.
- The learning college and its learning facilitators succeed only when improved and expanded learning can be documented for its learners.

The key challenge for those who wish to launch learning colleges is to redesign the current learning environment inherited from an earlier agricultural and industrial society—an environment that is time bound, place bound, efficiency bound, and role bound. Roger Moe, Majority Leader for the Minnesota State Senate, has described higher education as "a thousand years of tradition wrapped in a hundred years of bureaucracy." Education today is not very different than education was one hundred years ago.

The learning revolution aims toward creating a new culture and a new architecture of education, a new system in which the learner is placed at the center of everything that occurs in the educational enterprise. Learning communities is a curricular innovation that can help achieve that purpose when it is included in an institution-wide plan. The learning organization is a concept that contributes to an institutional culture in which discussions regarding student learning are more likely to take place. The learning college is a comprehensive approach incorporating both learning communities and learning organizations in helping community colleges to fulfill the aims of the learning revolution which is to place learning first.

Terry O'Banion is executive director of the League for Innovation in the Community College. The principles and examples outlined in this abstract are detailed in his new book, The Learning College, *to be published in late 1996 or early 1997.*

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August 1996

"WHAT WILL COMMUNITY COLLEGES DO WHEN MICROSOFT AND DISNEY DELIVER HIGH-QUALITY, ACCREDITED HIGHER EDUCATION AND TRAINING TO THE BUSINESSES AND HOMES OF MOST AMTERICANS?"

By

Don Doucette
Vice Chancellor, Educational Services
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ACADEMY

Biographical Sketch

Don Doucette
Vice Chancellor for Education and Technology
Metropolitan Community Colleges, Kansas City, Missouri

Don Doucette serves as both the chief academic officer and the chief information technology officer for the Metropolitan Community Colleges, a multi-college community college district serving over 40,000 students each year in Kansas City, Missouri. At MCC, his responsibilities include curriculum and program development, research and assessment, professional development, occupational programs, student development, student services, library resources, distance education and alternative delivery, computer services, and network and user services.

Previously he served as associate director of the League for Innovation in the Community College, where he directed League initiatives to assist community colleges in improving teaching and learning and institutional management by the application of information technology.

He served in various capacities at Johnson County Community College in Overland Park, Kansas, and the Maricopa Community Colleges in Phoenix. He has published in noted journals on a variety of subjects and holds degrees from Cornell University and Arizona State University.

SO WHAT DO COMMUNITY COLLEGES DO WHEN MICROSOFT AND DISNEY DELIVER HIGH-QUALITY, ACCREDITED, HIGHER EDUCATION AND TRAINING TO THE BUSINESSES AND HOMES OF MOST AMERICANS?

Don Doucette

A speech made to the International Conference for Chairs, Deans, and Other Organizational Leaders
February 15, 1997, Reno, Nevada

[The following is an excerpt from the longer speech.]

Economics and Technology of the University

Much has been written on future scenarios for higher education. One of the most cogent arguments is Eli Noam's analysis of the university system published this past summer in Science magazine entitled "Electronics and the Dim Future of the University." It is one of the most convincing because it is rooted in sturdy economic analysis rather than wishful or speculative notions of paradigm shifts and technological marvels.

Noam dissects the role of the university as consisting of three elements: 1) the creation of knowledge and evaluation of its validity, 2) the preservation of information, and 3) the transmission of this information to others. Accomplishing each of these functions is based upon a set of technologies and economics, which together with history, give rise to institutions, which in the modern era, we have known as universities. However, Noam points out that "Change the technology and economics, and the institutions must change, eventually." Clearly both the technology and the economics of the modern university are in the throes of major change.

Since the royal library in Nineveh in Assyria and the Great Library of Alexandria, the model of centrally stored information has defined our model of higher education. Noam writes "Scholars came to information storage institutions and produced collaboratively still more information there, and students came to the scholars." What modern information technology has is to reverse the flow of information. "In the past people came to information, which was stored at the university. In the future, the information will come to people, wherever they are."

Noam also comments on the irony that just as advances in information technology have created fabulous new tools of inquiry, freed communications links among researchers around the world, loosened· stifling organizational hierarchies and coercive government control, just as technology has created a new set of tools to strengthen and enrich the academic and research environment, these same tools contain within them the seeds of the collapse of the university as we know it.

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Because information technology allows the decentralization and distribution of vast stores of information and the creation of virtual communities, the advantages of the physical proximity of scholars to each other and to information is greatly reduced. These same technologies and economics are rendering the university's function of storing information obsolete—certainly breaking its exclusive hold as repository of knowledge.

The third function of the university, the transmission of information, its teaching role, is under great stress in the university, for student-teacher interaction comes with a big price tag. Noam notes that "If alternative instructional technologies and credentialing systems can be devised, there will be a migration away from classic campus-based higher education. While it is true that the advantages of electronic forms of instruction have sometimes been absurdly exaggerated, the point is not that they are superior to face-to-face teaching (though the latter is often romanticized), but that they can be provided at dramatically lower cost." Noam also concludes that the ultimate providers of electronic-based curriculum will not be universities, but rather commercial firms—maybe McGraw-Hill University has a slightly better ring to all of us academics than Microsoft U, but the principle is the same.

Noam acknowledges that by presenting a bleak future for the university, he is inviting a response that reaffirms the importance of quality education, academic values, and the historic role of education in personal growth, but this is besides the point. "The question is not whether universities are important to society, to knowledge, or to members—they are—but rather whether the economic foundation of the present system can be maintained and sustained in the face of the changed flow of information brought about by electronic communications." He continues "To be culturally important is necessary but, unfortunately, not sufficient for a major claim on public and private resources. We may regret this, but we can't deny it."

Institutional Scenarios

The negative impacts of the coming changes in the technology and economics of higher education will not be uniform. Colleges will fare better or worse depending upon type, curriculum, admission standards, cost—that is, depending upon their market niche. While you may regret my use of business terms—after all, some of us in higher education remain adamant in opposition to using the term "customer" to define our students—the fact is that we are all in the business of higher education. We may not like it, but we can't deny it.

In general, the most negative effects of information technology will be on mass undergraduate and nonselective professional and graduate education—and consequently, upon those institutions which depend upon

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these missions for a substantial amount of their revenues, or justification for public support. Noam's analysis can be used to predict the prospects for different types of institutions.

Research Universities. Electronic communications will be a mixed blessing for research universities. The explosion of information and its distribution will make the research and knowledge validation function more important than ever. This is the good news. More problematic will be maintaining universities as physical islands of research, since physical proximity of scholars may become less important.

To the extent that aspiring scholars follow and seek to locate in physical proximity to scholarly activity, the teaching function of the research university may be maintained as an outgrowth of the research function for a few select and specialized who will be asked to pay much higher costs for the privilege of being taught by noted scholars.

Diminishing the university's role in mass undergraduate education will have profound and disruptive effects on these generally quite large institutions with massive existing infrastructures. For, as we know, the large lecture has often subsidized the full research professor.

Liberal Arts Colleges. The prospects for liberal arts colleges and other small colleges are somewhat more dicey. Having no appreciable research and knowledge validation function, these institutions have always depended upon very high-quality teaching as their reason for being. Much like the elite universities, only those liberal arts and small colleges that are able to provide a high-quality education experience for a dedicated constituency that can support the very high cost of doing so will thrive.

In fact, since true teaching and learning is about much more than the transmission of information, but is about mentoring, internalization, role modeling, guidance, socialization, interaction, and group activity, in many ways, the liberal arts college is precisely suited to provide the quality of interaction, the value-added "high touch" counterpart to "high tech" transmission of information most of us believe represents quality higher education. However, this quality is likely to be limited to those who can afford it or who have the benefit of private sponsorship. Only those colleges who can successfully appeal to a specific market niche of elites or special-interest students and financial backers (such as religious denominations, corporations or professional associations) are likely to prosper.

Regional and Nonselective Colleges and Universities. Because the most negative impacts of electronic communications will be on mass undergraduate and professional education, nonselective universities which traditionally serve this market niche have the most precarious prospects. If degrees can be earned at home or extension centers, regional universities will be forced to make a persuasive case to prospective students that they will be

better off by moving out to the country—where last century's best thinkers ingeniously thought to locate them.

However, without access to the scholars of the research university and without the benefit of the small size of the liberal arts college, these universities will become marginal in meeting the needs for higher education of its current student base. Their costs will rise so that they will not enjoy a price advantage over electronically delivered degrees. Only those regional universities who differentiate their mission and specialize in areas of great concern to sponsoring entities (such as state governments) will have sufficient call on resources to survive in their current form.

Community Colleges. The prospects for community colleges are mixed. On the one hand, because they currently perform the mass undergraduate education function that is most under pressure from electronically mediated alternatives and for-profit providers, their hold on the adult worker market will be significantly weakened, presenting a major threat to institutional viability.

However, those community colleges that have high-quality technical education and training programs will prosper. Least affected by electronic forms of higher education will be skills training that requires hands-on instruction and feedback, which comprehensive community colleges have a long history of providing.

Community colleges have also been on the forefront of experimenting with technology and other alternative delivery systems to accommodate the schedules of nontraditional students. However, while these efforts may buy community colleges time, it would be foolish to think that community colleges will ever be able to compete successfully with Microsoft and Disney in providing high-quality and convenient higher education and training. In the mass undergraduate higher education market, community colleges will lose any head-to-head competition with these corporate giants.

The Community College Niche

So, we return to the original question, "What are community colleges to do when Microsoft and Disney can deliver Introduction to Biological Concepts and College Algebra to your living room taught by renown and entertaining scholars and produced by the best that Disney has to offer?

Rather than competing, community colleges must acknowledge what they do well, perhaps better than any other institutions of higher education save liberal arts colleges. Community colleges have a longstanding commitment to and they know how to support learners. The principal clientele of community colleges—nonselective and/or placebound students— have little access to selective liberal arts colleges or other environments that nurture small communities of learners. However, these same students are

arguably most in need of learning assistance. Many, maybe most, community college students need learning support, guidance, organization, skills development, and a variety of other support services. Some of these students will be able to afford to enroll in courses offered pay-per-view at home or work, but many will need support in order to benefit from these courses, and such support is likely only to be available through local community colleges.

Rather than competing with Microsoft and Disney, community colleges will prosper if they do what they do best: provide learning support services to help students learn—regardless of where they get their information. In some cases, community colleges may become brokers of content supplied by for-profit providers, wrapping a learning support environment around the content that students receive in their homes or businesses. Or community colleges may simply become learning support centers, institutions which are skilled in supporting learners who get information from a variety of sources, including those from the community college itself.

In other words, the community colleges which will survive the frontal assault waged on its mission by information-age higher education providers will be those who understand their niche as learning colleges. They will shed their role as disseminators of information in favor of the role as supporters of learning. They will draw upon years of experience in student development, student support services, and developmental education to become the best learning support organizations in the world. Disney and Microsoft cannot compete in the provision of these services in support of student learning. In our local communities, this is our market niche.

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"AN ONGOING CHALLENGE:

SUCCESS IN EDUCATION"

By

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Paper Presented at the
Sixth Annual International Conference for
Community & Technical College Chairs, Deans, and Other Organizational Leaders
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Reno, Nevada

ACADEMY

Dr. Guadalupe C. Quintanilla is one the most respected Hispanics in the country. She is the President of the Cross-Cultural Communication Center of Houston and holds the rank of Associate Professor of the Department of Hispanic and Classical Languages of the University of Houston where she has also served in different administrative capacities.

Dr. Quintanilla is very active in community affairs, serves on numerous boards and commissions at the local, state, and national levels, and she is an effective fund raiser for community based scholarship funds.

In addition, Dr. Quintanilla has earned National recognition throughout her work with Law Enforcement agencies. The Cross-Cultural Communication program that she developed for officers was selected during the past seven years, by the Department of Defense and by the Department of Justice as the best of its type in the country. She was invited by representatives from those agencies, to provide the training in Cross-Cultural Communication to 16 law enforcement agencies responsible for security during the Pan American Games Dr. Quintanilla receives many invitations from law enforcement agencies in different parts of the country to discuss the success of her programs.

Dr. Quintanilla has received several presidential nominations and appointments. In 1983 she was nominated to the US Commission of Civil Rights. In 1984 Dr. Quintanilla became the first Hispanic US Representative to the United nations, and from 1986 to 1989 she served as co-chair person to the national Institute of Justice. In 1990 Dr. Quintanilla was nominated as US Attorney General of the United States, an honor that she declined in order to continue her service to the University. In 1991 Dr. Quintanilla was appointed to the National Commission on Educational Excellence for Hispanic American of which she is serving as vice chair.

Other honors include induction to the National Hispanic Hall of fame, to the Hispanic Woman Hall of Fame, Executive Woman of the Year, and two scholarships to her name, among others.

Her life and accomplishments have been recognized throughout numerous articles published in different newspapers and magazines including <u>Reader;s Digest</u>, the <u>New York Times</u>, <u>Vogue</u>, and <u>People Magazine</u>.

An Ongoing Challenge: Success in Education

One of the most important challenges facing education today, is the one of effectively motivating culturally diverse students to reach their full potential and to be successful, in the classroom and in life.   The information given in this presentation should complement educators efforts in that regard.

This presentation is based on two fundamental premises (1) Cross Cultural experiences in school are emotionally intense and profoundly challenging to handle in a positive manner, particularly without educators help.   (2) Helping students to cope effectively with Cross Cultural experiences, requires not only content and pedagogy different from traditional practices, but also a clear understanding, on the part of the students, of culture and of success.

From a perspective of her research and of her personal experiences Dr. Quintanilla talks about the consequences of the students inability to handle "cultural shock", offers a working definition of culture, and describes its basic characteristics (values, styles of communication, patterns of thinking, customary behaviors etc.)   She also underlines how these characteristics differ in various cultures and shows how some students perceive different exceptions and behaviors as insurmountable barriers to their progress in school.

In her discussion, Dr. Quintanilla offers to educators information about: pitfalls in attempting to achieve accuracy in communication with students from different cultural backgrounds, and talks about techniques for establishing report that varies across different cultural dimensions (e.g. status, distance, collectivism, assertiveness, uncertainty, avoidance) She also offers practical methods for easing students cultural shock.

Finally, Dr. Quintanilla offers suggestions to help students to develop their Cross Cultural expertise and their ability to learn.
Skills that she considers essential for student success in our word of rapid and profound economic, political, and cultural change.

Chair Academy

Concurrent Session Papers

CONCURRENT SESSION TOPICS

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ACADEMIC LEADERSHIP AND ETHICAL DECISION-MAKING:

GETTING DOWN TO PRACTICAL ISSUES

By

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ACADEMY

Olin Joynton, son of a naval officer and an English teacher, received his Ph.D. in philosophy from Rice University in 1976. Since then he has taught primarily at North Harris College, with visiting appointments at Rice and Laramie County Community College. He presently serves a second term as NHC faculty senate president.

Sanford C. "Sandy" Shugart is currently president of North Harris College where he is in his sixth year of service. Prior to moving to Houston, Sandy was Vice President for Programs for the North Carolina Community College System. He earned his doctorate from the University of North Carolina at Chapel Hill.

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The true character of leadership is not revealed until one is forced to choose when there is no "good" choice, but only unequally bad options. It is how one sorts through the bad choices that both reveals and often forms the character of our leaders most powerfully. This is true of leaders in all of our complex organizations, including community colleges, where we are regularly faced with decisions that have significant ethical import and little if any formal preparation in how to make them.

College administrators, for the most part, want to make decisions that are justified by their effectiveness in delivering educational programs to students, their manner of promoting organizational health, and their congruency with institutional policies and procedures. They also want to make morally justified decisions. While the former modes of justification readily lend themselves to more or less objective analysis, the moral dimension is regarded by many as too subjective, too personal for analysis. In practice it generally reduces to the decision with which the administrator feels most comfortable. In seeking this moral comfort zone, some administrators become very empathetic, others punctiliously follow rules, and still others trust in their own sense of personal integrity as if that would make whatever they decide right just because they did it. Perhaps we cannot improve upon the "gut feeling" approach: Immanuel Kant once remarked that the ordinary good-hearted person, innocent of moral theories, has as good a chance of hitting the mark in practice as the philosopher who can give an elaborate theoretical justification for an action. He added, however, that actions prompted simply by virtuous feelings have no moral worth because an essential component of moral reasoning would be absent.

For much of the twentieth century, ethicists ignored Kant's teaching. Logical positivism, in one version or other, dominated the scene in its insistence that all knowledge deserving of the name is scientific in character. Since moral judgments do not seem scientifically verifiable, positivism views them as mere expressions of emotion. About the only thing for ethicists to do is study how moral language functions because to pronounce judgment on an actual moral dilemma would simply be to vent one's feelings. "Breaking confidences is wrong" is equivalent to "Breaking confidences--Yuck!" One critic predicted the future of the field as "endless methodological foreplay." Beginning in the 1970's, however, the profession's prohibitions on actual moral judgment-making began to crumble, and by the 1980's a full scale revival of practical or applied ethics had occurred, with the field of medical ethics leading the way. Since then practically every branch of professional ethics has seen a renewed effort at reasoning one's way towards moral conclusions in particular cases. Models for reasoning in moral decision-making have proliferated and are traded back and forth from profession to profession. Today, in fact, anyone using the subjective or personal dimension of morality as a pretext for refusing to make reasoned moral judgments would seem, among ethicists, to be some sort of retrograde positivist.

In the spirit of borrowing from one field to another, we present a model for administrative moral decision-making adapted from the book *Bioethical Decision Making for Nurses* by Joyce E. Thompson and Henry O. Thompson. The Thompsons' decision model is pluralistic in the sense that it attempts to incorporate input from a number of aspects of moral choice that are emphasized in different moral theories: the importance of following rules, the importance of recognizing exceptions to rules, the importance of motives, the importance of consequences, the importance of individual rights, the importance of organizational welfare, and the importance of recognizing which decisions should be made by whom. Various moral theories have elevated each of these to supremacy, but the Thompsons want each to have its own place in a systematic process. As adapted to educational administrative decisions, the decision model includes the following ten steps.

Step One: Is there an ethical problem?

Review the situation to determine educational problems, decision needed, ethical components, and key individuals. The educational problems would have to be referenced to the college's mission statement as well as more specific programmatic goals and objectives. The ethical components of the situation could be noted by responses of the form "This or that *ought* to be done." Additionally, they would arise when there is a sense of dilemma: a choice between pursuing two incompatible goods or avoiding two separate evils, especially when no relevant hierarchy of goods or evils is clear. Finally, they might be identified when the basic rights of people in the situation are at stake.

Step Two: What additional factual information do I need to obtain?

Gather additional information to clarify the situation. Where moral dilemmas are present, people are often frightened, cynical, frustrated, angry, jealous, envious, and confused. They sometimes have reason to conceal or distort information, and they sometimes lie. This would be the stage to check the policy manual, get a legal opinion, consult with colleagues, and touch base with members of the community. One must resist the temptation to make a snap judgment based on information that might be very incomplete.

Step Three: What are the ethical issues in the situation?

Identify the ethical issues in the situation. Here (in part) is the Thompsons' way of sorting out the issues:
Issues of Principle
- Autonomy of students and professionals
- Beneficence (do good)
- Nonmaleficence (do not harm)

- Justice (fair allocation of resources)
- Truth-telling
- Informed consent
- The Golden Rule

Issues of Ethical Rights
- Right of privacy
- Right to education of one's own choice
- Right to information
- Right of academic freedom

Issues of Ethical Duties/Obligation
- Respect persons
- Be accountable for decisions
- Maintain competence
- Exercise informed judgment in professional practice
- Implement and improve standards of the profession
- Participate in activities contributing to the profession's knowledge base
- Safeguard students and colleagues from incompetent, unethical, and illegal practice of any person
- Promote efforts to meet the educational needs of the public
- Participate in the formulation of public policy regarding education

Issues of ethical loyalty
- Professional-student relationships
- Colleague relationships
- Relationships to superiors
- Respect for the rights of others to decide

Step Four: What is my own moral stance? that of my profession?

Define personal and professional moral positions. The personal part of this step amounts to soul-searching about one's deepest beliefs and attitudes. Sometimes it is called values clarification. The Thompsons recommend that one take the list of ethical issues listed in Step Three and, at least somewhat independently of the moral dilemma staring one in the face, ask oneself: "What is my basic stance on this issue? What justification do I have for that stance?" The professional part of this step involves reviewing published codes of ethics from professional organizations. Further, at this step one can compare/contrast one's personal and professional moral commitments, noting consistencies and inconsistencies.

Step Five: What are the moral stances of others in the situation?

Identify moral positions of key individuals involved. Ideally this would culminate with as much knowledge about the moral commitments of the other key individuals in the situation as one gained about oneself in Step Four. In response

to the question of why we should bother with the moral positions of others, the Thompsons remark that one can improve one's understanding of others and the situation (especially by finding areas of moral unease that one may have missed), one can show one's respect for others, one can avoid unilaterally imposing one's values on others, and one can begin to identify some solutions to the problem that would be morally satisfactory to everyone concerned. For both Step Four and Step Five the Thompsons note the availability of values clarification exercises and formal tests of moral development by psychologists Lawrence Kohlberg (the Moral Maturity Quotient) and James Rest (the Defining the Issues Test).

Step Six: Does the situation contain any conflicts of moral values?

Identify value conflicts, if any. Value conflicts can arise within individuals, among individuals, and among groups. There also can be conflicts of loyalty among individuals in a moral dilemma. Sometimes it helps to order values in a hierarchy, but such orderings can change quickly as new features of the situation become salient.

Step Seven: Who decides?

Determine who should make the decision. One way to initiate this step is to ask, "Who owns the problem?" If there is a conflict between two individuals, it's worth remembering that they do not exist in isolation: a solution satisfactory to them may be harmful to others. Part of this step may be for the college to clarify and render congruent its lines of authority, responsibility, and accountability.

Step Eight: What are the consequences of each of the options?

Identify the range of actions with anticipated outcomes. This may be a simple matter, but one should not miss an opportunity to exercise one's imagination by thinking "out of the box." One can draw on one's past experience of similar situations, experiences of other colleagues, and the professional literature. Also, one should not overlook the option of "no action."

Step Nine: What shall I do?

Decide on a course of action and carry it out. One dimension of this step is to incorporate the wisdom of basic ethical theories (such as utilitarianism, deontology, or natural law) which provide foundations for higher-level ethical principles, rules, and judgments. Another is to weigh the goods and harms that go with each of the candidate actions determined in Step Eight. Each person's handling of these factors will be different, but the common task for anyone making a decision that is morally justifiable. As one is drawn to an action which seems to be best in the circumstances, it may be helpful to imagine actually being

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called on to justify the action by someone whose respect and esteem one did not want to lose. What would one say to such a person?

Step Ten: How does my decision look after I have acted?

Review and evaluate the results of the action. One reason for this step is avoid a false belief that one's action has solved the problem and the people involved are satisfied. Another action may be needed. Another reason is to learn everything one can from the given situation that might be transferred to a future similar case.

With the model presented and briefly explained, let us now use a case study to see how the model might be applied. Mary is the dean of a community college in which a member of the math department has received a year's leave of absence to complete doctoral work. She instructs John, the math division head, to hire a one-year full-time replacement. The college policy requires that the vacancy be posted for at least five business days, and the usual practice is to make sure the current adjunct instructors know of the vacancy, to assemble a faculty screening committee to review applications and interview finalists, and then to have the division head recommend two or three applicants for the dean to hire. Time is short, however, and John has a friend among the adjuncts who is known to be a very fine teacher. The announcement makes it up to bulletin board for only a couple of days. John tells his friend about the vacancy but makes no real effort to inform the other adjuncts. By the time word is getting out among the other adjuncts, John has already make a verbal offer to his friend, and tells the others that they need not apply. In spite of their precarious position as adjuncts, some of them tell John how upset they are by the unfairness of his process and go to Mary with their complaints. What should Mary do?

ADJUNCT FACULTY:

A PROGRESSIVE APPROACH THAT WORKS

By

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ACADEMY

Biographical Background

Joseph R. DiCostanzo is the Academic Director of the Math Department at Johnson County Community College in Overland Park, KS. He hods a bachelor's degree in Mathematics and a Master's in Math and Education. He is a member of several professional math and education organizations and is listed in Who's Who Among America's Teachers. He has presented seminars designed to improve instruction and teacher effectiveness at several ACSI conventions. Joe has been a co-presenter at the Chair Academy's International Conference including a workshop on adjunct faculty last year, and he has published articles on adjunct related issues.

Joseph L. Gadberry is the Academic Director for the Sciences at Johnson County Community College in Overland Park, KS. He holds a bachelor's degree in biology and a M.S. and Ph.D. in microbiology. In 1993 he received certification from the National Community College Chair Academy for completing the year-long professional certification program "Institute for Academic Leadership Development". He is a member of the National Community College Chair Academy and a Fellow in the American Academy of Microbiology. Joe has been a co-presenter at the Chair Academy's International Conference including a workshop on adjunct faculty last year, and he has published articles on adjunct related issues.

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The Science and Math Departments have initiated the concept of an Adjunct Facilitator to help the academic chairs of these disciplines work with the adjuncts. The Adjunct Facilitator works closely with the academic chairs to provide the adjunct faculty with the timely support needed to be more effective in their classrooms. This concurrent session addresses the following issues:

I.   Qualification of the Adjunct Facilitator

II. Responsibilities of the Adjunct Facilitator
     A.   Screening and Hiring of New Applicants
          •   Reviews applications and initiates contact with qualified applicants.
          •   Assists in interviews of applicants.
          •   Meets with all new hires prior to the college adjunct orientation.
          •   Provides adjuncts with vital information related to the college and the department.

     B.   Coordinate Adjunct In-service
          •   Prepares and conducts adjunct in-service each semester.
          •   Notifies all adjuncts of adjunct meetings.

     C.   Classroom Observations
          •   Completes observation form for adjunct.
          •   Arranges and attends post-classroom observation visit with adjunct and supervisor.

     D.   Staffing of Classes
          •   Assists in assigning class schedules.
          •   Notify instructors of schedules.

III. Compensation for Adjunct Facilitator
     A.   Calculation of Workload.
     B.   Funding Source.

IV. Other Services
     A.   Provides Encouragement and Nurtures.
     B.   Disseminates Information.
     C.   Distributes Supplies.
     D.   Assists in Identification of Substitutes in the Absence of Adjuncts.

AVOIDING ENTROPY:

REFORMING THE CURRICULUM APPROVAL PROCESS IN A MULTI-COLLEGE DISTRICT

By

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ACADEMY

Presenters:

Augustine P. Gallego has been chancellor of the San Diego Community College District since 1990. Prior to becoming chancellor, he held several leadership positions in the SDCCD. From 1976 to 1990 he moved from associate dean of student services to dean, then provost of continuing education and districtwide director of instructional and student services. Before that, he served as associate dean of student affairs at the University of California Davis from 1970-72, and associate director of admissions at UC Davis from 1972-76.

Diane Glow received her B.A. from Western Michigan University in psychology in 1966, and her Ms.Ed and Ed.D in counseling from Indiana University in 1970 and 1976. The began her career with San Diego Miramar College in April 19978 as a counselor; spent 10 years at San Diego Mesa College and the SDCCD headquarters working with the Disabled Students Programs and Services. In 1989 she returned to Miramar College as a counselor and articulation officer. While at Miramar, she has served as department chair, Academic Senate president, and currently is the Chair of Chairs at Miramar. She chairs the Southern California Intersegmental Articulation Council.

Mary Lou Locke has been a history professor at Mesa College since 1989, serving as vice-president and president-elect of the Mesa Academic Senate from 1992-2995, and senate president since the fall of 1995. Prior to her employment at Mesa College, she was a visiting lecturer at the University of California, San Diego, and San Diego State University between 1985-1989, and before that an assistant professor of urban history at Texas Tech University from 1983-85. She obtained her obtained a Phd in 1983 from UC San Diego, with an emphasis in social history, writing a doctoral thesis on working women in the urban far west.

John Markley, B.A. and M.A. in English from the University of San Diego, joined the San Diego City College Faculty in 1970. Besides teaching composition and literature, he has served as chair of the English Department (1982-1986 and 1994-1996). While department chair, he worked with San Diego State University coordinating City College faculty teaching on the SDSU campus. He is currently teaching basic skills and transfer level composition courses, and coordinating the accreditation self study for City College.

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Introduction

This paper explores the evolution of the curriculum approval process in a multi-college district, from a chaotic, disjointed process in the early years of the district to a system that has now made great progress toward becoming a model for other districts. The early development of course and program alignment in the 1970s is briefly reviewed, followed by the process that has been in place since 1989, enumerating its strengths and detailing some of the difficulties in maintaining alignment throughout the three-college district while providing each college the flexibility to respond to the unique demands of its own student population.

The paper reveals how, through shared governance, the San Diego Community College District recently reviewed and reformed its approval process to solve its problems. This includes the development of a discipline team approach to faculty concurrence, the inclusion of faculty on the district level Instructional Council, while maintaining the pivotal role of the local curriculum committees, and the establishment of time limits and an appeal process.

The use of computer technology to speed up the curriculum approval process is also included in the paper.

San Diego Community College District Brief Profile

Located in Southern California, the San Diego Community College District service area includes a diverse population of one million residents within America's sixth largest city. Downtown San Diego is only 12 miles from the Mexican border where one million people reside in Tijuana. The San Diego Community College District serves almost 100,000 students each semester through three colleges and six continuing education centers. San Diego City College is an inner-city campus, serving a diverse population of 14,000 students (19% African American, 10% Asian, 4% Filipino, 21% Latino, 36% White). Mesa College, located in the urban residential community of Kearny Mesa, serves about 23,000 students (6% African American, 13% Asian, 6% Filipino, 12% Latino, 55% White). Miramar College is suburban campus of 9.700 students (6% African American, 10% Asian, 10% Filipino, 10% Latino, 56% White).

Historical Review

The San Diego Community College District is a multi-college district wherein many students cross enroll in two or more colleges. To illustrate the problem of this disjointed "system," a chemistry major at Mesa College during the day (8 a.m. to 4

p.m.) had different degree requirements than a chemistry major on that campus in the evening. And a chemistry major at City College had different requirements than either of the two.

In 1978 the district began to look at course alignment districtwide. There were four separately accredited colleges--City, Mesa, Miramar and Evening College--with separate curriculum and placement exams. The chancellor decided to consolidate the process to a district accreditation. The process became a fiasco because of a lack of cohesiveness in the self-study processes and operations. This highlighted the need for organization of systems.

The function of Evening College was then reassessed and dismantled, merging programs and personnel into the other three colleges.

The Board of Trustees envisioned a computerized system that could pull together operations at the three campuses, such as student registration and financial aid. The frustrations of students attempting to cross-register presented the need for common-course numbering. At that time there were four separate files of courses. Automation of procedures further emphasized the need for curriculum alignment. The actual process of aligning courses and programs took approximately two and one-half years. Department chairs were given reassigned time to write course outlines and review programs.

The passage of the Matriculation Bill by the California Legislature in 1984 led to identification of state approved placement instruments for colleges.

The Instructional Council was operating at the district level at this time. This group was comprised of the vice presidents of instruction and the district associate chancellor for instruction. There were no faculty representatives on the Instructional Council. The curriculum initiated on the campus would first go through campus curriculum scrutiny, then to the other two colleges for concurrence, and finally to the Instructional Council before submission to the Board of Trustees, as appropriate. Complicating the process, general education courses submitted for approval went to a separate district General Education Committee.

The community college reform law of 1988 (AB1725) created curriculum committees in California community colleges with faculty having the primary role in academic and professional matters.

In 1989, the SDCCD vice chancellor and academic senate presidents developed Policy 5300 and implementation procedures on instruction and educational program approval. In fall 1995, two faculty representatives from each college and continuing education were added to the district Instructional Council membership.

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Over time, problems became apparent, as the process was slow, hard to track, and concurrence was being perceived by many as a means of veto power over other colleges' proposals. During the fall 1995, one college brought forward the culmination of three years of sweeping curriculum changes they made because of complaints by students and counselors that the needs of students were not being served by the configuration of the college's programs and the presentation in the catalog. The major effort to move this curriculum through the district's existing approval process served to exacerbate the problems and highlighted the weaknesses in the process. In Spring 1996, the chancellor and the academic senate presidents met to address these problems, which subsequently resulted in the new process.

1996 Curriculum Reform Process

In the spring of 1996, the leadership of the academic senates agreed that it was necessary to rewrite the existing procedures for curriculum approval. Apart from the general faculty frustration with how confusing and time-consuming the process had become, there were two major precipitating factors in that decision.

First, a curriculum and catalog reform project undertaken byCity College had nearly failed in the previous semester because the existing process did not seem capable of providing sufficient program flexibility nor speed to accommodate their activities. At City College, a zealous articulation officer and dedicated counselors and curriculum committee members had worked with department chairs for more than a year to convince the general faculty that their programs needed revision to ensure truth in advertising in the catalog and compliance with state regulations regarding the number of required units. Yet here the apparent disadvantages of membership in a multi-college district, given the clunky state of the curriculum and catalog change approval process, seemed destined to sidetrack City's work. Only unity among the academic senates and a pledge to revamp the approval process broke through the gridlock and permitted City College to move forward.

The second precipitating factor was the urgent need to organize the faculty districtwide to validate all prerequisites and review and rewrite all their course outlines in order to bring the entire district curriculum into compliance with state regulations. These were tasks that all California community colleges faced, but the San Diego district was woefully behind in the process, in part, because of the difficulties inherent in the existing curriculum approval system.

As a result, the senate presidents joined with the district chancellor in March 1996 to review and rewrite the existing curriculum approval procedures. First the small working group decided to work from scratch--creating a new document rather than revising the old one. Next, major principles were defined, the responsibilities of each level of review enumerated, and a step-by-step approval process was

developed.

Once the initial draft of the procedures was completed in the summer of 1996, the full shared governance review process began, with college curriculum committees, senates, deans and vice presidents of instruction all consulted, and a second draft produced to address the State's concerns from all those quarters. Since the writing process occurred while the district went on with the tasks of reviewing curriculum, agreeing on standards for course outlines and mounting a districtwide requisites review, the principles and processes being developed in the new approval process were tested daily, and the lessons learned were funnelled back to the group writing the final draft, which was then reviewed again by the senates and signed by the chancellor.

The new curriculum approval process is really a mixture of old and new. For example, the commitment to course alignment and the primacy of the local curriculum committees were reaffirmed. One of the major innovations was to make consultation and concurrence among the discipline faculty throughout the district a formal and documented part of the process that would have to occur before any other body reviewed the proposed curriculum. It is hoped that this will not only facilitate the task of program review that is required periodically, but that it will also prevent the course proposals from circulating around and around the district for literally years as the course outlines are rewritten over and over.

A second innovation is the addition of academic senate representation on the district level Instructional Council (something that has been tested informally for the past year), and the decision to give this new Curriculum Instructional Council the power to review and resolve disagreements in curriculum matters. The active participation of faculty at the district level has encouraged communication among faculty at all three colleges, promoted more rapid dissemination of information, and provided for greater consistency in the curriculum approval process. While concurrence among the departments and curriculum committees of all three colleges remains the goal, in the past, disagreements have led to stalemate, and the result not only made it more difficult to move quickly to respond to students' needs, it often permitted a few individuals to essentially practice a form of pocket veto.

Next, the new step-by-step nature of the approval process not only makes it easier for faculty untrained in curriculum development to follow, but it has built into it time limits and a clear description of who is responsible for moving curriculum proposals along at each step, which should take care of the feeling on the part of faculty that once they had filled out the paperwork, it entered a black hole, never to be seen again.

Finally, the new process has slightly shifted the roles of department chairs in

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curriculum development. Under the old system, the signature of the department chair indicated concurrence. However, it was never clear whether this meant concurrence by all the faculty in the department or the particular discipline--and it often reflected a terribly time-consuming part of a chair's responsibilities if the department was large, or contained numerous different disciplines. It was also unclear if the chair had any additional responsibilities, or if they could, of their own volition, refuse to forward curriculum or require changes. The new process shifts the main responsibility to the discipline faculty themselves and brings the process into alignment with the statewide Academic Senate's recommendation of good practices that the chairs' role should be to facilitate the curriculum process but not to have approval authority.

Conclusion and Plans for On-line Curriculum Approval Process

A proposed on-line curriculum approval system will be developed using the latest document management technology. The current wide area network, which encompasses three colleges, six continuing education centers and the district administrative offices, will be augmented by the addition of document management groupware. Customized client applications will allow users to process curriculum data much like electronic mail is used.

Access by faculty, administrators and clerical staff will be via microcomputers equipped with Microsoft windows. Users will launch a customized curriculum approval system application. An assortment of easily identifiable icons will allow the end user to propose a new course, request a change, check the status of a proposal, indicate concurrence, select and view a course description, course outline, or program; or perform a variety of queries. Course outlines and reports will be easily generated. File extracts can be created for import into related applications, such as the ASSIST intersegmental database of articulation information. Long-term storage of curriculum forms will be converted to CD-ROM and will be accessible from the desktop.

A curriculum approval system will integrate the district's many curriculum files and documents and facilitate improved access to curriculum by faculty and staff. Multiple levels of security will be included to protect the district's curriculum information, provide flexible access, and to ensure that final changes are made and authorized per the procedures in place. The approval process will be streamlined by the recent augmentations to the district's information technology infrastructure, which provides numerous access points at the campuses and district administrative offices.

An efficient and effective curriculum approval process, incorporating the latest technology, can provide a system that is responsive to the changing needs of students, industry and society.

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BALANCING INNOVATION AND TRADITION

TO CREATE LEARNING OPPORTUNITIES

FOR ALL LEARNERS

By

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ACADEMY

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Received 4MAT Fundamental, Intermediate, Assessment Trainings, and Advanced
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B.S. in Math and Art, M.S. in Mathematics.
Extensive study in Cooperative Learning. Teaching classes in Mathematics and the
4MAT System Fundamental Training.
Always interested in what works best for students

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Community College Tutor Coordinator at Truckee Meadows Community College for 10
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Certified 4MAT Trainer, Certified "Right to Succeed" Trainer,
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Research:The Effectiveness of Group work on Student Grades and Retention for
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Completed 4MAT Fundamental, Intermediate, and Assessment Trainings

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Balancing Innovation and Tradition to create Learning Opportunities
for all Learners

A presentation featuring the 4MAT System Natural Cycle of Learning
Presenters: Cindee Davis, Charlotte Cox, Gail Ferrell, Marilynn Schenk

Why 4MAT fired our enthusiasm to learn a new teaching format at Truckee
Meadows Community College (TMCC)?

About the time that the 4MAT System came to our attention at TMCC, we were being urged by an accreditation team to give greater attention to techniques that accommodate different learning styles. This recommendation and the strong interest on the part of the faculty to improve instruction motivated an enthusiastic response to having 4MAT System Fundamental Training on campus.

The participating faculty discovered what experts like psychologists Carl Jung and Kurt Lewin, educator John Dewey, organizational psychologist David Kolb, and personnel trainer David Merrill had to say about learning styles and how to capitalize on the strengths of different learning styles to provide a richer educational environment for our students. Bernice McCarthy created the 4MAT System after noting the similarities in the research about learning styles. She discussed the similarities and connections with other researchers and focused on the ramifications of those connections for educators and trainers. The 4MAT System, including books and workshops, came from this synthesis of research and discussion. The 4MAT Natural Cycle of Learning moves the learner from "experiencing to reflecting, to conceptualizing, to tinkering and problem solving, to integrating new learning into the self". [McCarthy, The 4MAT System, p 60]

Our presentation is designed to give the participants an opportunity to experience 4MAT and 4MAT lessons. We will offer activities that illustrate elements of 4MAT in a concrete, experiential way. We will also demonstrate activities used in English and Reading classes, a Math class, and for career awareness in a College Success course. This presentation addresses the following issues highlighted at the 1997 Chair Academy conference: Teaching and learning, Professional development, and Diversity.

What is 4MAT?

EXCEL, Inc., publishers and consultants for the 4MAT System, recommended that I use their own words to describe the elements of 4MAT to complete this section of the paper. Most of the following information comes from EXCEL's website. (www.excelcorp.com)

Human beings perceive experience and information in different ways.
Human beings process experience and information in different ways.
The combinations formed by our own perceiving and processing techniques form our unique learning styles

There are four major identifiable learning styles.
They are all equally valuable.
Learners need to be comfortable about their own unique learning styles.

Type One Learners are primarily interested in personal meaning. Teachers need to Create a Reason.
Type Two Learners are primarily interested in the facts as they lead to conceptual understanding. Teachers need to Give Them Facts that deepen understanding.
Type Three Learners are primarily interested in how things work. Teachers need to Let Them Try It.
Type Four Learners are primarily interested in self discovery. Teachers need to Let Them Teach It to Themselves and Others.

All learners need to be taught in all four ways, in order to be comfortable and successful part of the time while being stretched to develop other learning abilities.
All learners will "shine" at different places in the learning cycle, so they will learn from each other.

The 4MAT System moves through the learning cycle in sequence, teaching in all four modes and incorporating the four combinations of characteristics.
The sequence is a natural learning progression.

Each of the four learning styles needs to be taught with both right- and left-mode processing techniques.
The right mode dominant learners will be comfortable half of the time and will learn to adapt the other half of the time.
The left mode dominant learners will be comfortable half of the time and will learn to adapt the other half of the time.

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The development and integration of all four styles of learning and the development and integration of both right- and left-mode processing skills should be a major goal of education.

Learners will come to accept their strengths and learn to capitalize on them, while developing a healthy respect for the uniqueness of others, and furthering their ability to learn in alternative modes without the pressure of "being wrong."

The more comfortable they are about who they are, the more freely they learn from others.

Following are a few examples of each of the eight steps that EXCEL specifies as the **Natural Cycle of Learning**:

Step 1 - QUADRANT ONE, RIGHT MODE

Captures students' attention. Initiates a group problem-solving activity before delivery of instruction. Begins with a situation that is familiar to students and builds on what they already know. Constructs a learning experience that allows for diverse student responses.

Step 2 - QUADRANT ONE, LEFT MODE

Guides students to reflection and analysis of the experience in Quadrant 1, Right mode. Students share their perceptions and beliefs. Summarizes and reviews similarities and differences.

Step 3 - QUADRANT TWO, RIGHT MODE

Deepens the connection between the concept and its relationship to the students' lives. Keeps relating what the students already know what experts have found. Uses another medium(not reading or writing) to connect the students' personal knowing to the concept (i.e. visual arts, music, movement, etc.) Transforms the concept yet to be taught into an image or experience, a "sneak preview" for the students.

Step 4 - QUADRANT TWO, LEFT MODE

Provides information related to the concept through lecture, text, guest speakers, films, visuals, computer-assisted instruction etc. Emphasizes the most significant aspects of the concept in an organized, organic manner. Presents information sequentially so students see continuity.

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Step 5 - QUADRANT THREE, LEFT MODE
Provides hands-on activities for practice and mastery. Checks understanding of concepts and skills by using relevant standard materials, readily available in school texts. Uses concept of mastery learning to determine if re-teaching is necessary.

Step 6 - QUADRANT THREE, RIGHT MODE
Encourages and provides for tinkering with ideas/relationships/connections. Sets up situations where students have to find the information not readily available in school texts. Provides the opportunity for students to design their own open-ended explorations of the concept. Requires students to organize and synthesize their learning in some personal, meaningful way.

Step 7 - QUADRANT FOUR, LEFT MODE
Gives guidance and feedback to students' plans; encouraging, refining, and helping them to be successful. Helps students analyze their use of the learning for meaning, relevance, and originality. Summarizes by reviewing the whole, brings the student full circle back to the experience with which the learning began. Students edit, refine, rework, and analyze their own effectiveness.

Step 8 - QUADRANT FOUR, RIGHT MODE
Supports students in learning, teaching, and sharing with others. Leaves students wondering (creatively) about further possible applications of the concept, extending the "what ifs" into their future. Establishes a classroom atmosphere that celebrates the sharing of learning.

The 4MAT System includes an understanding of the elements and importance of right and left mode preferences.

A sampling of
Right and Left Mode Characteristics

LEFT MODE	RIGHT MODE
*Responds to verbal instructions	*Responds to demonstrated instructions
*Controlled, systematic experiments	*Open-ended, random experiments
*Solving problems logically, sequentially	*Problem solving with hunches, patterns
*Makes objective judgments	*Makes subjective judgments
*Looks at differences	*Looks at similarities
*Is planned and structured	*Is fluid and spontaneous
* Analytic reader	*Synthesizing

How has 4MAT affected faculty at TMCC?

Many part-time and full-time instructors from almost every discipline have received 4MAT training. Those who have participated report having a feeling of greater understanding of, connection to, and appreciation for other participating faculty. There is more networking among the faculty than has been seen before. We are experimenting with the application of 4MAT in our classrooms. Many teachers are experiencing newfound enthusiasm for teaching and reporting success in how their students are responding. There is a 4MAT support group at TMCC which meets regularly to share ideas and activities. We are looking forward to receiving software that will enable us to keep a database of lesson plans to use as examples and ideas for other teachers.

EXCEL has a research department which is documenting the successful application of 4MAT to all levels of education and in all disciplines. Worldwide proponents of 4MAT have created discussion and support groups on the internet, so techniques and information can be shared in an international community. Some of us are communicating regularly with other teachers in this group.

What are the possibilities for TMCC as we continue to explore the use of 4MAT on campus?

We have certified trainers on campus who are authorized to teach classes on the 4MAT System. We can offer this framework of educational techniques to our own staff and to members of our community indefinitely. An Administrator's Workshop will take place at TMCC in February, 1997. Participating administrators will have the opportunity to more fully understand the new teaching paradigm taking the college by storm. Administrators will also benefit from the 4MAT System in fulfilling their duties as they interact with others and design their organizational plan.

We hope that as more teachers learn and apply the principles of the 4MAT System Natural Cycle of Learning, we will continue to have greater positive impact on more students and enjoy more networking among the faculty.

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"BE ALL THAT YOU CAN BE":

THE LEADER'S ROLE
IN ESTABLISHING A CREATIVE CLIMATE

By

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Paper Presented at the
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Biographical Data
Pamela K. Cicirello

I completed my Bachelor of Science in Education degree in Vocational Home Economics at Henderson State University in Arkadelphia, Arkansas in 1975. I finished my Master of Education degree with an emphasis in Vocational Education Administration at the University of Arkansas in 1988. I currently am ABD from Arkansas State University with my dissertation to be completed by late Fall, 1997. The title of my dissertation is: "Relationships Among Leadership Style, Leadership Effectiveness, and Organizational Climate." When completed, I will have an EdD in Educational Leadership with an emphasis in Community College. I also hold four different teaching certificates in adult education, vocational home economics, vocational administration, and general science.

I started my career as a Health Educator for the Arkansas Health Department in 1976. I went to work for post-secondary education in 1978 at Foothills Vo-Tech in Searcy, Arkansas. While there, I was employed in various state and federal programs working with high school dropouts, displaced homemakers, and in adult education. I was the coordinator for the adult education department when I transferred to White River Vo-Tech in 1988 as the Assistant Director for Student Services. When the school merged with Arkansas State University-Beebe in 1991, I became the Coordinator of Academic Affairs. Arkansas State University-Beebe/Newport is a satellite of the two-year campus at Beebe which is part of the growing campus network of the Arkansas State University System.

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Motivation is that which energizes, directs, and sustains behavior. In the community college setting, the motivation of faculty can be encouraged by a conducive organizational climate. Organizational climate, the measurable, perceived personality that makes the organization unique and influences the behaviors of its members, can be influenced by the organizational leader.

How are people motivated?

There are numerous theories on motivation. Three of the most popular are Maslow's Need Hierarchy theory, Herzberg's Motivation-Hygiene theory, and McGregor's Theory X and Theory Y.

Maslow's theory, which has been widely quoted over the years, is looked on as one of the most simplistic explanations of motivation but one of the most useful in the world of work. Maslow's hierarchy, going from physiological needs to safety and security, to belonginess, to self-esteem, and finally to self-actualization, states that a person is motivated by unfulfilled needs. If a faculty or staff member lacks the necessities of life because of catastrophic problems such as death in the family or the burning of the home, that person is not going to be motivated to work for self-esteem. That person is much more concerned with providing for his/her family by having an increase in pay or a good insurance policy. As those needs are satisfied, then the employee may be more receptive to working toward self-actualizing rewards.

Herzberg's Motivation-Hygiene theory states that one set of rewards contributes to job satisfaction while another separate set contributes to job dissatisfaction. The following are examples of motivators which contribute to job satisfaction: achievement recognition, work itself, responsibility, advancement, and growth. When increased these motivators increase job satisfaction, but when decreased only minimal dissatisfaction occurs. When hygienes, such as interpersonal relations with subordinates and peers, policy and administration, working conditions, status, and security and salary, are not gratified job dissatisfaction is increased. When these are satisfied, there is only a minimal increase in job satisfaction. Salary while normally a hygiene can be considered a motivator when it is used as a recognition for achievement such as merit pay.

Some faculty and staff are motivated by intrinsic, internal factors, such as pride in work while others are motivated by extrinsic or external rewards such as merit pay. Research shows that faculty stay in the teaching field because of motivators such as achievement, but can be driven off because of low pay or poor working conditions.

Douglas McGregor identified two sets of assumptions about the way people work and how management should get them to produce. In his original theory, Theory X, he postulated that all employees are stubborn and lazy and must be driven to work with all tasks broken down into small components. Obviously that did not explain all employees, so he developed Theory Y. In Theory Y, McGregor said that administrators assume that people naturally like to work, like challenges, and like to achieve goals. McGregor's theory is based

not only how employees view work and the workplace but also how the employees react to management's assumptions about them.

Can a leader truly motivate others?

The organizational leader's attitude and his/her recognition of the things that motivate people are critical to how effective an organization is. The community college leader cannot directly manipulate people in the organization and should not want to. The leader can directly manipulate the organizational climate which in turn is conducive to producing more productive, creative faculty and staff. This creative climate ensures that individuals within an organization have open interaction with leadership, opportunities for achievement, open communication, shared decision making, rewards for achievement, and job satisfaction both intrinsically and extrinsically.

Community. The organizational leader must work toward developing a sense of community. He/she must establish a workplace where diversity is not only accepted but encouraged. This diversity should not be limited to ethnicity but to divergent thinking as well. Creative conflict and multiple viewpoints can lead to ideas that have never been explored. In this type of organization everyone is involved, respected and working for the common good.

Communication. The organizational leader must open all lines of communication, both horizontally and laterally. Each employee must be kept informed as well as be able to voice their concerns and opinions to the leadership. A communication system must also be in place to allow sharing of information between departments.

Empowerment. The leader must allow people to push against him/her and not assume that a leader must always be "in control." This involves preparing internal structures for shared decision making and encouraging creative conflict between individuals. The leader must be able to admit to making mistakes and to "being human." Only when the leader empowers his/her faculty and staff can the organization be open to creative thinking. The leader must also reduce the hygienes (dissatisfiers) so that the faculty and staff can do their jobs well by reducing unnecessary paperwork and procedures.

Risk-taking. Since creativity involves moving into uncharted territory, people will not always succeed. A leader must establish an organization where it is permissible to make mistakes. The leader should look at failure as temporary and make sure that the penalty for failure is not greater than the penalty for doing nothing. He/she should increase "fast failures," so that when there is failure, there is quick recovery to reduce wasted time and money. The leader should accept failure but expect success. The organizational leader

must work to foster a creative climate by encouraging "out of the box" thinking and finding ways to increase the number of new ideas. Even when there are small successes, the leader must use the motivator, recognition of achievement, and reward all good work.

Motivational leadership in reality is a change of attitude for the organizational leader. The administrator of the community college must become less of a manager of people and resources and more of a leader of ideals. The leader must take an *active* role in managing the motivational process with conscious, intentional behavior conducive to creating this climate. Only then, will the faculty and staff that he/she leads be able to "be all that they can be."

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CRITICAL DECISIONS:

PLANNING FOR THE CHALLENGE OF DISTANCE EDUCATION

By

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ACADEMY

INTRODUCTION

Distance education is a growing methodology in higher education. Both consumers and industry are expecting colleges to deliver courses to their doorstep. Budgets are shrinking and in some areas so are high school graduates. Higher education must respond or industry will take over. When the institution embraces distance education as a viable method of education the "buck stops" at the departmental/division level. That is where the deans and chairs must wrestle with a host of planning, workload and other issues. I will address the positives, pitfalls, nuts and bolts of distance education.

A goal must always be to maintain the same quality in distance education as on campus education. Planning is the key to quality distance education. This planning becomes the responsibility of the chair and the dean.

METHODS OF DELIVERY

There are numerous methods of delivery for distance education. To maintain a high quality the program/course needs to consider a variety of methods in its delivery.

Those methods include: written correspondence, audio teleconferencing, videotape, compressed interactive video, computer, satellite, site visits and/or desktop conferencing.

QUESTIONS TO BE ASKED WHEN ESTABLISHING A DISTANCE EDUCATION SITE

- will there be jobs for the graduates?
- is it economically worthwhile to the graduate?
- does industry support the program?
- is there an adequate applicant pool to maintain quality?
- are there dollars to support it?
- is there qualified and willing faculty to teach?
- does the site have adequate learning facilities to meet program objectives?
- are there adequate delivery methods?
- is there administrative support?
- is Board of Higher Education approval required?
- will campus accreditation be jeopardized?
- does the department have supplies, equipment, audiovisuals to meet both on campus and off campus course objectives?

DEPARTMENTAL PLANNING

A key in planning is to gain as much faculty support within the campus faculty as possible. If the faculty believe in distance education it will enhance the quality as well as provide long term support. Faculty need to be involved or kept abreast of the plans in the initial and all stages of the process.

The chair generally retains overall responsibility with possibly a project director. The chair should visit the site if possible to access the resources, technology and community support.

It is important to have a contract individual at the off campus site to trouble shoot and communicate information regarding the program. Adequate secretarial and/or workstudy assistance is essential. There is a wealth of correspondence and one must be assured it is adequate and accurate to maintain quality. Processes, policies, and procedures need to be established.

When students have been accepted there needs to be a student orientation to the processes, policies, and procedures of the program. They need to know who to contact for trouble shooting and be assured their issues will be addressed. In addition both faculty and students need to be oriented to the technology being utilized.

CHALLENGES
- adequate funding
- securing qualified and willing faculty
- availability of supplies, equipment, library resources, storage, classroom space, student support, etc.
- scheduling - faculty campus commitments, student job and family responsibilities, technology access, make-up work
- logistics - testing, textbooks, homework, weather, technology downtime
- student overload - home responsibilities, work responsibilities, commuting, personal crisis

SURVIVAL SKILLS
- experienced faculty
- perseverance
- ingenuity
- supportive family
- administrative support
- flexibility
- energy
- humor

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BENEFITS

- students enhance their role in society and experience personal growth
- economics increased for both student and community
- training need met for industry
- advancement for student
- students are positive role models for other family members
- faculty feel a sense of accomplishment and pride
- opportunity for some faculty to increase earning power

CONCLUSION

Distance education has both positives and pitfalls for higher education, but I emphasize again if we do not response someone else will. Our society wants "McHigher Education" - quality, convenient, and cheap!

CULTURAL DIVERSITY:

A DISCUSSION ON THE PERCEPTIONS & DYNAMICS OF THE SOCIAL TRANSITION FOR YOUNG MINORITY STUDENTS ENTERING HIGHER EDUCATION

By

Rodney Holmes
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ACADEMY

Biographical Page

Dr. Rodney Holmes

B.A. History & Sociology	Marshall University
Masters in Counseling	Arizona State University
Educational Doctorate	Northern Arizona University
Counselor at Phoenix College	1986-1995 - 9 years
Dept. Chair of Counseling	Phoenix College 1990-95
Associate Dean of Instruction for Arts, Humanities, and Social Sciences	Mesa Community College 1995-Present

Dr. Holmes is presently involved in a Kellogg Fellowship through the League of Innovation. He was one of 20 selected from a national pool to focus on "Expanding Leadership Diversity in Community Colleges."

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Cultural Diversity: A Discussion on the Perceptions & Dynamics of the Social Transition for Young Minority Students Entering Higher Education

This is a presentation/discussion dealing with the transition of minority students to a Community College setting. Several of the themes will include answers to discover and dynamics to understand. There needs to be an understanding of the variety of experiences students of color bring with them as they enter college. Some of these experiences will be influenced by their economic level, previous higher education experiences by other family members, roots of motivation, and demographic comparisons between their high school and college.

It has been over 30 years since the 1964 Civil Rights Act. Since then there has been significant, if not always fruitful attempts to equalize the playing field for people of color in education and the job market. These changes have paralleled the unprecedented growth of Community Colleges in this country. Community colleges have become the 'grass roots' of higher education. Whereas four year schools deal mostly with upper level high school students. The open door policy of these colleges makes a promise to deal with any performance level, or lack thereof, that enrolls at its school. This policy includes the increased number of foreign students and natural citizens who are considered minority status.

Despite continuing concerns and national discussions, there has been an increase in the number of educated, middle class minorities over the past twenty-five years. With this increase there is a growing generation of children being raised in a middle class environment. This dynamic has broaden the values and subsequent perception of minority groups, and their youths, as they enter higher ed. The unprepared, first generation, often isolated students, remain and with them remains the legacy that haunts the American educational system. The purpose of this session is to expand the thinking process and perceptions of those interested in creating a perceptive environment for all students of color, which should incorporate their growing complexities and diversity.

DESIGNING A VIRTUAL CLASSROOM

FOR DISTANCE LEARNING STUDENTS

THROUGH THE INTERNET

By

Allen Bradshaw
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ACADEMY

Biographical Sketch

Allen Bradshaw:

English Faculty - Mesa Community College
English Technology Coordinator
Computer English Coordinator
Chairman and Coordinator of Laptop/Internet Project
MCC Resource person for Internet curriculums
35 years in Education: High School (Dept. Chair 12 years) and
     Community College

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Using the Internet to Deliver Curriculum

Philosophy:

1. HTML is a universal language that all computers can recognize. This means that any computer can now access the same material on the Internet, Mac or DOS. This allows the sending of curriculum to all students immediately. Basically, all a student would need to take the course remotely (other than a graphics based computer) is an Internet browser (students can be provided with NETSCAPE and Microsoft Explorer free), and a PPP account. This immediately broadens the base of the curriculum, and solves the problem of how to provide access to this type of curriculum delivery to students outside the immediate college campus.
2. Netscape's and MS Explorer's new mail system allows transfer of fully formatted files in a simple to use attachment feature, solving problems of delivery of assignments that plagues distance learning.
3. Any student can participate in this type of education. If a student does not have a computer, work can be completed in a college lab, library, or any other place that has Internet access.
4. Hyperlinks are a part of the WWW Internet. Special software, configurations, is not needed for the curriculum to work. Assignments, instructions, and lectures, and examples can be linked together and used as the student needs them.
5. This program could be offered world wide.

Curriculum Writing:

The test course that I used for designing Internet curriculum was English 102. The entire course, placed on the Internet, consists of 56 written documents, all linked together through 15 assignment sheets. Any document, lecture, exercise, etc. can be printed out from the Internet browser, Netscape. All assignments are designed so they can be submitted remotely, through e-mail. If you would like to view the course, the home page is:

http://ntserv1.mc.maricopa.edu/courses/eng102/eng102.htm

The curriculum is secured with a password beyond the initial home page. This is to provide some security for the instructor's lectures, etc., and other students using the materials without paying for the course. If you would like to see beyond the home page, e-mail me for the password.

The Internet Curriculum:

1. Offers daily contact with an instructor through e-mail and phone.
2. Offers research links at home through
   a. Links to the Library
   b. Links to the Internet and other libraries
3. Offers communication and discussion with the rest of the class
   a. Through e-mail
   b. Through EF bulletin board
4. Offers remote submission of assignments
5. Offers the student a unique opportunity to explore writing and literature of the world through the Internet.

Fringe Benefits:

One of the byproducts of this project is the discovery that the Internet is a far better delivery system of curriculum for the Computer English program from what we are currently using. It allows quicker access to instructions and lectures (from the computer lab, from the library, and from home), eliminates fumbling through

Computer Lab Manuals and Assignment manuals, and allows the flexibility for a student experiencing a life situation change to switch modes of class delivery without missing a beat. For example, a student in a classroom computer English 102 class has a job change and can no longer attend class. This student can continue in the TBA mode, with the same teacher, same curriculum coming from the Internet in the lab. The student will now attend lab at more convenient times to his/her own schedule. Or a student who moves out of town can continue the course via distance learning using the same curriculum on the Internet, communicating with the instructor and sending assignments by e-mail.

We currently offer Computer English 071, 101, and 217 curriculum for Internet delivery.

E-mail and sending Assignments:

E-mail is a vital part of delivering curriculum through the Internet. E-mail helps solve one of the weakest parts of the old independent study course: lack of communication between instructor and student. With e-mail, no longer does the instructor and a student have to rely on the telephone (leaving messages on answering machines) and U.S. Mail (slow). Internet e-mail allows information, questions, requests, additional instructions, etc. to reach both instructor and student almost instantly. In my courses, I check my e-mail several times a day, and usually can have an answer to a student's question back within a few hours.

Internet e-mail also solves the problem of submitting assignments. Through Internet e-mail attachments, students can send their assignments, rough drafts for help, and exercises. Instructors can grade the assignments and send them back to the student in the same manner.
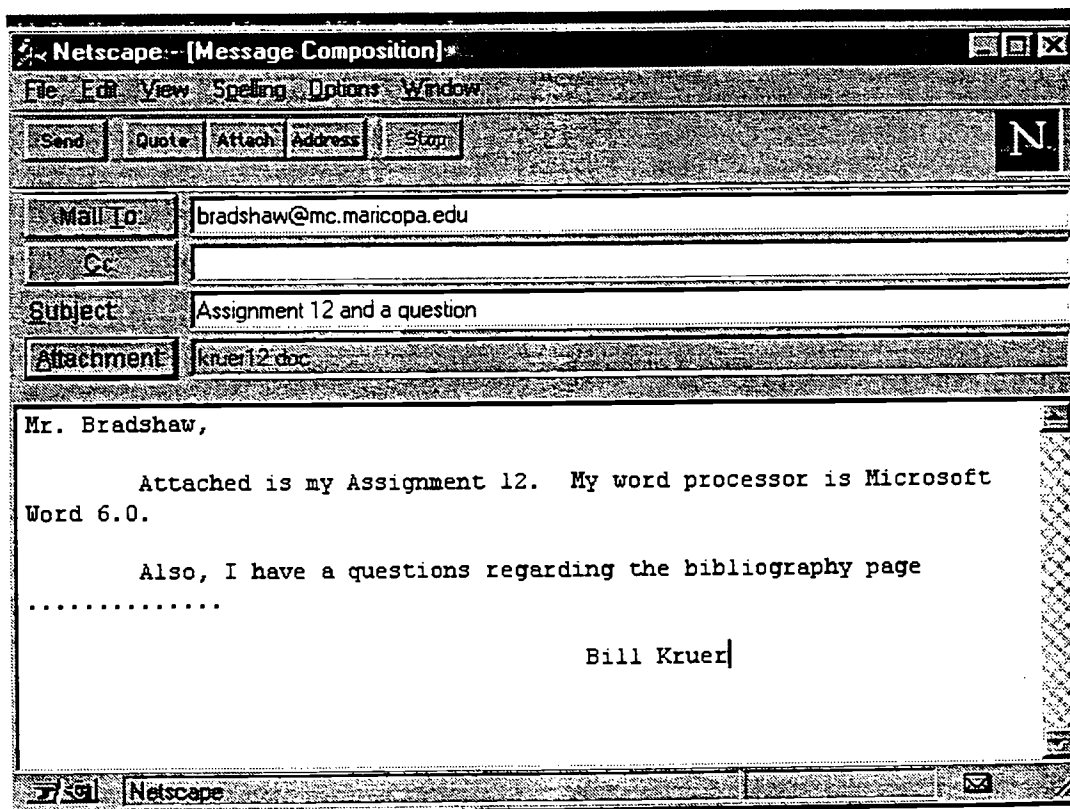
The English Internet Project:

The curriculum of each course is accessed from a course Internet homepage, which allows the student to read the syllabus, access the bulletin board for the class, and access the assignments for the course:

MCC Department of English

Computer/Internet English 102

written by Allen Bradshaw
contributions by Jeff Andelora & Debra Reinders

Syllabus   Assignments   Forum

Assignments

● Assignment 1	● Assignment 6	● Assignment 11
● Assignment 2	● Assignment 7	● Assignment 12
● Assignment 3	● Assignment 8	● Assignment 13
● Assignment 4-5	● Assignment 9	● Assignment 14
● ● ● ● ● ● ● ●	● Assignment 10	○ Assignment 15

Required Reading for All Students	
Syllabus	Reading the Assignments
More Required Reading for Distance Learning Students	
E-Mail	Software needed

Each assignment page that is accessed will contain the assignment, links to all lectures and instructions, and links out onto the Internet for further information and resources.

Early Student Responses:

Kathy Enzweiler
English 102-Internet

Final Evaluation

"Taking the course through the Internet was very interesting. It gave me the flexibility of working on the assignments whenever I wanted to. I have four kids and a husband who travels, so it is difficult for me to be confined to a classroom or lab setting. I did a lot of work on weekends when the kids had no homework or activities for me to drive to. ...

"As far as availability of the instructor, Mr. Bradshaw, it was better than a classroom setting except that we never communicated much in person. The great thing was that he could answer questions from his home, which allowed me to keep working at my odd hours. I was always amazed when I would e-mail a question at 10:00 at night and receive a response back the same night."

Bryan Cooper
English 102-Internet
Final Evaluation

"The Internet English class was quite an experience. It was fun, convenient and well structured. I decided to try this class because I work full time and live kind of far from work and MCC. When taking the computer English 101, I had difficulty getting to the lab because at the time I had an unpredictable schedule. Just before the semester began, I got promoted. This meant I would work the same hours every day. Those hours are five PM to one am. It was so nice to be able to get up and work on my homework. A lot of times, I worked on things when I got home from work. This is what is so great about this class. For some reason I could never sleep once I got home and I was full of ambition to get some work done. If I ran across any problems, all I had to do was look in the lectures that are online. If I still had a problem, I could drop Mr. Bradshaw a line on the e-mail. Another option would have been to e-mail another student. The communication lines were great."

Corinne Donkersley
English 102-Internet
Final Evaluation

"Well it's about time technology started working for the benefit of the student! Until now, computers have been those things you play on at the library to find the book you're looking for. Students shall suffer deprivation no longer! The pilot program installed for the Spring '96 semester at MCC has been a Godsend for me and many other hardworking students. Laptops, generously provided by the institution, have helped us in more ways than one. The words "alternative," "self-disciplining," and "multi-purposefully educational" only scratch the surface of the bonus effects of this ingenious teaching method.

"... Even though much time was spent surfing the Net for subjects irrelevant to academics, taking my English 102 class over the Internet definitely eased the burden of research papers. Knowing that I had an alternative to a pencil and paper type of learning environment gave me total incentive to reach for my full potential. It was also quite comfortable knowing that libraries, web sites, and research digests were at my bedside fingertips twenty-four hours a day."

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THE DNA OF COMMUNITY-BASED PROBLEM SOLVING:

COMMUNITY COLLEGES AS BUILDING BLOCKS

By

Gayle Oberst
Replication, Lifelong Learning
Gulf Coast Community College
Panama City, FL

ACADEMY

Citizen Leadership Institute
Gulf Coast Community College

Biographical Sketch

Presenter:

Gayle F. Oberst

Gayle F. Oberst has twenty years experience as an educator. She has served in college and university administration as Vice-President for Finance and Administration, Director of Continuing Education, Executive Assistant to the President, Director of Administrative Services, Director of Public Relations, and has taught business courses in management, marketing, and communications. She presently serves as the Coordinator of The Citizen Leadership Institute at Gulf Coast Community College in Panama City, FL.

She holds a Bachelor of Science in marketing and Masters in Business Administration and is certified as a FrontLine Leadership, Citizen Leadership Institute, and Phi Theta Kappa Facilitator. She is the author of several articles in areas of leadership and presents regularly at national and international conventions.

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THE DNA OF COMMUNITY-BASED PROBLEM SOLVING: COMMUNITY COLLEGES AS BUILDING BLOCKS

1993, Gulf Coast Community College was awarded a grant by the W. K. Kellogg Foundation to develop a model for citizen leadership training that might be integrated into the curricula of community colleges, particularly those throughout Florida. The Citizen Leadership Institute (CLI) was created to develop the model.

The CLI model for community building through developing leadership skills states that citizen leaders are cornerstones--foundations for the community using resources, communicators--conveying information, collaborators--working with others, and catalysts--bring about change. Citizen leaders also progress through stages of awareness, transformation, commitment, and action in developing their skills and becoming active leaders.

The content for the Citizen Leadership Training Program (CLTP) was determined by research drawn from the community, state, and nation. Individuals from community colleges, private colleges, universities, and leadership programs in Florida and across the nation developed and reviewed the curriculum.

The "core curriculum" of the CLTP is two fifteen-hour blocks of instruction that may be offered as credit courses, infused into the existing courses, or as non-credit courses of varying length. During the first fifteen-hours of training, skills are developed in awareness of self and others, communicating and working with others, and learning about local, state, and national government and agencies. The second fifteen-hours of training provides instructions in problem framing and solving, negotiating, persuading, resolving conflict, bring about change, and taking action.

The CLI recommends that participants complete the thirty-hour block of instruction in the CLTP and awards a certificate of leadership upon completion. However, the model is designed to be flexible, and colleges may adapt the model to best serve their programs and community.

While the curriculum for the CLTP includes building skills in diversity, conflict resolution, problem framing/solving, negotiation, persuasion, advocacy, communication, team building, change, and community leadership, it also seeks to create action. It is often said that the most important factor missing from traditional leadership programs is the ability to take action; therefore, the CLTP training modules include a commitment to "take the next step" and requires citizens to put skills into practice.

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The CLI developed adaptation, promotion, and "how-to" guides to accompany curriculum materials. The "how-to" guide details the process that other colleges might use to establish and implement the training program; therefore, it prompts cost efficient replication. The promotion guide provides a plan for promoting the CLTP to both college decision makers and participants, press releases, advertisement copy, and examples of other promotional items. The adaptation guide offers suggestions and examples to establish and implement "leadership across the curriculum" and leadership workshops, seminars, and credit and non-credit classes.

Gulf Coast Community College's CLI is providing CLTP materials and training for the twenty-eight community colleges in Florida in order that the program might be replicated at their sites.

DOES THE REALITY CREATED BY YOUR PERCEPTIONS ENHANCE OR LIMIT YOUR ABILITY TO WALK THE LEADERSHIP TIGHTROPE?

By

Jerrilyn Brewer
Specialist, Instructional Design
Western Wisconsin Technical College
La Crosse, WI

and
Linda Schwandt
Supervisor, Mauston Campus
Western Wisconsin Technical College
Mauston, WI

ACADEMY

Jerrilyn A. Brewer, Ed.D.

Jerrilyn Brewer works as an Instructional Design Specialist in the Curriculum Office at Western Wisconsin Technical College in La Crosse, WI. In this capacity she works with faculty to develop Associate Degree programs which are holistic, performance-based, and employer-focused. Brewer recently completed a doctorate in Educational Administration at the University of Minnesota. Her research investigated the integration of academic and vocational education in postsecondary institutions by surveying 513 faculty and administrators in the Wisconsin Technical College System to determine their attitudes and perceptions with respect to integration. She has previously served as Department Head for the college's Academic Skills Center and has taught at both the secondary and university levels. She does consulting work in the areas of integration, organization and faculty development.

Linda C. Schwandt, Ed.D.

Linda Schwandt serves as the supervisor of the Mauston Campus of Western Wisconsin Technical College. She is a 1996 graduate of the Wisconsin Leadership Development Institute, a NCCCA Leadership Institute sponsored by the Wisconsin Technical College System. Schwandt previously taught psychology and human development and held the positions of Evaluation Coordinator and Assistant to the Dean of General Education. She holds a doctorate in Educational Administration from the University of Minnesota. Her research focused on the organizational and personal factors that influence the vitality, commitment and innovation of two-year college faculty. Schwandt has a strong interest in professional development and has served as a mentor for several new faculty as well as individuals in the Wisconsin Leadership Identification Program and the Wisconsin Leadership Development Institute.

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Does the Reality Created by Your Perceptions Enhance or Limit Your Ability to Walk the Leadership Tightrope?

Introduction

Ideally, leaders serve as conduits for the organizational energy that moves the organization forward. The ability to achieve desired results can, however, be limited when leaders adhere to untested, self-generating beliefs. These beliefs are often based on perceptions that are drawn from observations and past experiences. Perceptions are frequently grounded in adamantly held feelings that one's beliefs are the truth and that this truth is quite obvious. The data one uses to establish the truth are often subjectively selected and may not be accurate.

Traditionally, leaders of organizations have been viewed as having the most complete and accurate perceptions of organizational conditions. In The Fifth Discipline, Peter Senge (1990, p. 340) suggests that "the traditional view of leadership is based on assumptions of people's powerlessness, their lack of personal vision and inability to master the forces of change, deficits which can be remedied only be a few great leaders." Consequently, as the "bearers of all of the answers" these leaders also have been expected to make all organizational decisions. New views of leadership suggest that the leader's role is to encourage the collective learning of all members of the organization so that problem solving and decision making are based upon a perspective greater than that of the positional leader.

Peter Senge (1990. p. 3), proposes "destroying the illusion that the world is created from separate, unrelated forces." He suggests that "our traditional views of leaders--as special people who set the direction, make the key decisions, and energize the troops--are deeply rooted in an individualistic and nonsystemic worldview." As a more contemporary understanding of organizations develops, leaders must re-examine their own perceptions and come to learn from the perceptions of others in the organization. Once leaders understand the value of organizational learning--individual, as well as collective--they will embrace the role of leader as inspirer and teacher, rather than ultimate decision-maker.

Mental Models

For leaders to take on this new role, however, they must commit to their own personal growth, reflection and continuous re-examination of deeply held personal beliefs, values and perceptions. Senge identifies these

perceptions as mental models, one of the five learning disciplines. Mental models (Senge, P., et. al., 1994, p. 235) are "the images, assumptions, and stories which we carry in our minds of ourselves, other people, institutions, and every aspect of the world."

Senge and his colleagues suggest that variations in mental models explain why two people have different interpretations of the same event. These differing interpretations may cause individuals to pay attention to unique details of an event and consequently to choose to react differently to it. These mental models or interpretations are often below the level of conscious awareness and therefore individuals may be unaware of their potential to influence decisions.

Since there is a lack of personal awareness of one's mental models, these perceptions go untested by the individual. When assumptions are untested, they remain unchanged and ultimately may be considered fact. Thus, there is no need to rethink or change one's perceptions. Leaders who desire to be more effective in their roles and to foster the qualities of personal and collective learning in their organizations must begin to test their own mental models and to understand those of other members of the organization.

Ladder of Inference

According to Chris Argyris (1990), the subjectivity of an individual's feelings often creates a barrier which can interfere with the ability to view an event with objectivity and accuracy. One strategy for understanding one's subjective mental models and assumptions, according to Argyris (1990, p. 87) is to become cognizant of one's "ladder of inference," a common mental pathway of increasing abstraction, often leading to misguided beliefs."

Individuals, attempting to simplify their complicated worlds, rely upon mental models that have been developed from past experiences and observations. Rick Ross, writing in Senge, et. al. (1994, p. 242) suggests that these mental models limit effectiveness. He offers as explanation the premise that, "our ability to achieve the results we truly desire is eroded by our feelings that:

- Our beliefs are *the* truth.
- The truth is obvious.
- Our beliefs are based on real data.
- The data we select are the real data."

The ladder of inference can serve as an important tool for leaders who want to improve their communication through reflection and self-analysis. This tool allows leaders to test their assumptions and conclusions. According to

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Senge, Argyris and Ross (Senge, et. al., p. 243), when an individual climbs the rungs of the ladder of inference he or she

- collects observable "data" and experiences
- chooses selected data to be used in formulating the inference
- adds meaning derived from previous experience and current expectation to the selected data
- makes assumptions based upon the meaning added to the data
- draws conclusions from the existing assumptions
- using the conclusions that have been drawn, adopts a set of beliefs
- makes decisions and takes action according to the beliefs that have been adopted
- uses the newly adopted beliefs to determine what data to select in the next event

Often this ladder of inference is climbed subconsciously and individuals are unaware of the reflexive nature of using adopted beliefs to influence current action and future perceptions. The ladder of inference can be used by leaders to

- become more aware of their own thinking and reasoning (reflection);
- make their thinking and reasoning more visible to others (advocacy);
- inquire into others' thinking and reasoning (inquiry).

The challenging environment in which today's community college leaders work necessitates that they give consideration to changes in their leadership style and role. Leaders willing to re-examine their own mental models will be more responsive to change and therefore more effective in successfully leading their organizations through it. Leaders aware of how they and others form mental models and arrive at conclusions are able to test effectively their own assumptions and improve their communication with others.

Leaders who learn to employ the ladder of inference to understand how their own mental models and those of others are formed and influence decision making will improve their ability to be creative in bringing change to their organizations and will ultimately walk with ease the tightrope between innovation and leadership.

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Resources

Argyris, C. (1990). *Overcoming organizational defenses*. Needham Heights, MA: Allyn Bacon.

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Senge, P.M., Kleiner, A., Roberts, C., Ross, R. B., & Smith, B. J. (1994). *The fifth discipline fieldbook*. New York: Doubleday.

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ENGAGING THE DISENGAGED:

HOW IS IT DIFFERENT WHEN USING DISTANCE EDUCATION?

By

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ACADEMY

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Background: Peg has taught at the high school, technical college, associate
degree, baccalaureate and graduate levels. In private industry,
Peg worked in administrative support and as a translator for a
corporation involved in worldwide exporting of pneumatic
conveying equipment. She also spent ten years working in export
sales and marketing for a major window and door manufacturer.

Currently, she splits her time between teaching social sciences
and international business courses and working as a curriculum
specialist at Northcentral Technical College in Wausau,
Wisconsin. She has extensive experience teaching via interactive
television delivered to a number of regional sites and has
facilitated a variety of courses in a number of formats. She also is
an adjunct faculty member of Cardinal Stritch College, Milwaukee,
Wisconsin teaching economics and business courses in a
compressed format.

Interest Areas: Distance education, accelerative learning, change theory,
changing, faculty roles in the technical and community colleges
and internationalizing curriculum to reflect the global society in
which we live.

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The workplace is becoming increasingly culturally diverse while simultaneously requiring increased technical skills of the workforce. Because technology quickly becomes obsolete, technical education is slowly moving towards a new emphasis on interpersonal and critical thinking skills that can be used in the workplace As the specific technology becomes obsolete in the workplace, employee interpersonal and critical thinking skills become more important as new technology is selected and installed. The rapidly changing technology and design of the workplace continues to bring larger number of returning adults and increased diversity into the technical and community college system as they upgrade skills or re-career. Traditional educational approaches such as standard length semesters, daily classes, traditional classroom approach, "normal" timeframes in which to earn a degree, etc. are not always the most effective approach with returning adults and a variety of alternative delivery/distance learning methods have been developed. These methods include live-interactive television, computer conferencing, telecourses, accelerative learning, directed and independent study, open entry classes, and the increased use of educational technology in the classroom.

While correspondence courses have been used in the United States as a form of distance learning for some time, the United States has lagged behind other countries of the world in the development of formal distance learning institutions such as the Open University system in the British influenced countries. However, the technical college system in Wisconsin with its open entry might be considered a form of an open university.

Returning adult students now comprise 89% of the student body of the Wisconsin Technical College System. While they are commonly referred to as the non-traditional student, they have become the "traditional" student in numbers. However, they are not necessarily best served by the traditional methods of instruction and delivery. Consequently, even while the numbers of full-time equivalent students were increasing, the numbers of full-time students have decreased while the number of part-time students have increased. Increased emphasis is also being placed on the school to work transition for adult students of all ages and technical education is being influenced by works such as the report of The Commission on the Skills of the American Workforce, AMERICA'S CHOICE: HIGH SKILLS, HIGH WAGES (National Center on Education and the Economy, 1990). Education is also being influenced by the current welfare reform movement which is forcing numbers of people, primarily women and refugees, into the labor force with little or no training as well as the low unemployment rate. The needs of business and industry for increased employee training can be expected to increase.

Distance education in the United States had consisted largely of correspondence courses. However, other countries have used a variety of delivery methods through distance education to reach adult learners not served by the traditional system. In China, for example, where all "seats" in the university system are taken with students entering the university system as traditional students, distance

education centers have been set up throughout the country and teachers are able to upgrade skills and meet new certification standards through courses offered through distance education.

The roots of distance education are at least 150 years old. An advertisement in a Swedish newspaper in 1833 touted the opportunity to study "Composition through the medium of the Post" (Holmberg, 1986). Correspondence study crossed the Atlantic in 1873, with the founding by Anna Eliot Ticknor of a Boston-based society to encourage study at home. The school attracted more than 10,000 students in 24 years (Watkins, 1991). Students of the classical curriculum corresponded monthly with teachers, who offered guided readings and frequent tests.

In Europe, technological advances introduced the use of audio tapes and laboratory kits to distance education. In the United States, at least 176 radio stations were constructed at educational institutions in the 1920's although most were discontinued by 1930. Those that survived were generally at land-grant colleges. Experimental television teaching programs were produced at the University of Iowa, Purdue University and Kansas State College in the I930's but it was not until the 1950's that college credit courses were offered via broadcast television.

Satellite technology was developed in the 1960's and made cost effective in the 1980's. Satellite television began at Northcentral technical College in 1986. Today NTC delivers interactive classes between the main campus in Wausau and NTC's six regional campuses. In addition, NTC is a member of several networks including WONDER which links a number of Wisconsin technical and four-year campuses and the Central Wisconsin Educational television Network (CWETN) which provides links from NTC to highschools in surrounding communities. Since 1989 16,119 individuals (729.53 full-time equivalent students) have taken a total of 575 ITV courses with an average number of students per class of twenty eight (28). During this same period, 7,975 of the students have been enrolled in ITV classes off the main Wausau campus with an average of 14 students per class coming from the regional campuses. Students from regional campuses represent 51% of the students enrolling in ITV classes.

Data on students attending ITV classes indicate that 77% are female, 39% are 26-40 years of age and 35% are 19-25 years of age. Student status indicates 42% of students are not assigned to a particular program, 31% are part-time students and 28% are full-time students of a program.

When asked the reason for attending 49% are taking ITV courses to earn credit towards a degree and 34% are taking courses for occupational improvement. Most students taking ITV courses are employed with 28% employed over 40 hours per week and 24% employed 20-30 per week.

As of June, I995, ninety-four (94) instructors at NTC have taught ITV classes with 42% (40) of the instructors being full-time faculty and 58% (54) part-time or

call-staff instructors. The question arises why other instructors haven't taught via interactive television.

A high percentage (86%) of students responded yes, they would take another ITV course. Of those enrolled in spring 1992, 37% had previously taken an ITV class. The majority (85%) rated the overall functioning of the system as excellent to good. Benefits of taking a ITV class over a traditional class noted by students included the ability to share with students from other campuses and communities, not having to travel one-two hours to Wausau, the convenience of a local classroom, availability of courses for small numbers, good quality instructors, and selection of courses. One student commented, "I really like the closeness and extra time this allows me. I don't like driving 70 miles to wausau every day, that's three hours more of my life."

Two philosophies of distance education became identifiable. The first emphasized the free pacing of progress throughout the program by the student. The second offered a more rigid schedule of weekly lessons (Holmberg, 1986).

Much of the research in distance learning and alternative delivery has focused on the learner and adults have been found to have needs that are not always best met by the traditional technical education system. Research has focused on what motivates adults to return to school and whether their needs are met by the traditional education system. Such research has provided limited insight into determining what the implications are for the expansion of alternative curricula options.

Little research, however, has focused on faculty perceptions of the adaptations that may need to be made in curriculum and delivery in order to adapt to the changing educational scene. This is readily apparent in the Wisconsin Technical College System where adults are being retrained to meet to upgrade their skills to meet the needs of the changing technology in the workplace. Yet, some faculty remain resistant to expanded use of technology in the classroom, the use or courses prepared outside the institution or to alternative methods of delivery.

Much of the discussion and concern revolves around the changing role of faculty in today's electronic age and declining availability of funds.

Keegan (1986) suggested three questions must be answered in order to develop a theory of distance education:

1. Is distance education an educational activity?
2. Is distance education a form of conventional education?
3. Is distance education possible? Is it a contradiction in terms?

Central to Keegan's concept of distance education is the separation of the teaching acts in time and place from the learning acts. "The inersubjectivity of teacher and

learner, in which learning from teaching occurs has to be artificially recreated. (Keegan, 1988).

The development and study of distance education have been hampered by the lack of a generally accepted theory of distance education (Scholosser & Anderson, 1994). theories proposed generally fall into two categories. The first are theories such as Perraton's which attempt to explain distance education by drawing on existing theories of education and communication. The second group are theories created "from scratch" such as Peters which have been shaped by the experiences of the researchers who have approached distance education form their own angle and created a particular paradigm of distance education (Schlosser & Anderson, 1994).

Part of the problem of theories based on the researcher's experience in distance education is that there are so many forms of distance education. Distance education as practiced at the FernUniversitat in Germany may be very different from the distance education practiced at Kirkwood Community College in Iowa, the University of Iowa or Northcentral Technical College.

At the root of distance education theory is the belief that distance education is fundamentally different from traditional, face-to-face instruction. Perhaps this is true when the form is correspondence study compared to a traditional classroom. But in the United States, technological advances and new philosophies of distance education have resulted in a new paradigm of distance education. Its goal then becomes offering the distance student an experience a much like that of traditional, face-to-face instruction as possible. this is particularly true in interactive television which feature intact classrooms and live, two-way interaction from a number of sites. And it can be true with courses delivered via the internet in which two-way interaction is achieved keyboard to keyboard.

In the end, good education pedagogy is good pedagogy in any "classroom," regardless of how the classroom is configured. In the future and perhaps already today, good education theory and good distance education theory are one and the same thing.

Many faculty participate in distance education; however, a number of faculty remain strongly resistant to participating in interactive television, telephone conferencing or on-line conferencing teaching. What factors cause this resistance? My experience tells me that faculty view teaching via interactive television as considerable more work than teaching in a traditional classroom. There is a need for more advance preparation because materials must be distributed to the various sites in advance. The quality of overheads and the need for more graphics often requires a greater knowledge of and ability to use technology than teaching in a traditional classroom. faculty issues tend to revolve around the following issues

1. Additional amount of work and energy to adapt teaching methods for distance

education teaching.
2. Pay issues - How should teaching in distance education be compensated and how many students can be reasonable accommodated in a distance education course?
3. Authorship issues and control of use of materials developed by faculty
4. Technical and clerical support available
5. The question then becomes "how to engage the learner."
6. Distance learning technology comfort level
7. Loss of faculty autonomy in guiding the course
8. Job security
9. Role of faculty - Will faculty spend more of their time on preparation and development of materials than in classroom teaching?

The goal of learning remains the same regardless of the method of delivery of instruction. Effective teaching and effective learning experiences can be had in traditional as well as distance learning situtations. Given the increased use of educational technology to meet the needs of adult students and a lack of agreement on the role of faculty in responding to those needs with the use of technology, faculty are likely to increasingly see their roles as instrutors as being reduced from creators of instruction to managers of resources and students, from a role of speaking for themselves to a disemenator of others' views.

Engaging the learner remains a challenge for all learning facilitators. Perhaps the larger questions become, is it the learner or the teacher-facilitator that is disengaged and needs to be engaged? Engaging the disengaged can be enhanced through accerative learning techniques and methods. Specific techniques and philosophies of engagement will be explored at the concurrent session at the conference.

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ENHANCING STUDENT LEARNING THROUGH PUBLIC DELIBERATION:

A FRESH APPROACH TO ACTIVE LEARNING

By

Mary Alice Stewart
Dean, Health Related Programs

and

Melanie Smith
Coordinator, Adult Continuing Education

Black Hawk College
East Moline, IL

ACADEMY

BIOGRAPHICAL SKETCH

Melanie Smith, Director of Continuing Education/Community Services has worked for Black Hawk College in the area of adult education. She received her BA and MS from Western Illinois University. She participated in the Kettering Foundation training program for National Issues Forums; her interest in Study Circles is a natural progression evolving from N.I.F.

Mary Alice Stewart, Dean of Health and Transitional Programs, has worked for Black Hawk College for over twenty years. She received her BS from St. Mary of-the-Woods College, her MA from the University of Iowa and EdD from Nova University. She has taught at junior high, high school and college level. At the College she served as counselor and Director of Counseling Services. In addition to her current duties, she is director of the Black Hawk College Leadership Institute.

Both Mary Alice and Melanie have taught deliberative skills and used study circles with diverse groups - student government, alternative education students, law enforcement students, students in a correctional center, and as part of each community leadership program developed and presented through the Black Hawk College Leadership Institute.

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Enhancing Student Learning
through Public Deliberation:

A Fresh Approach to Active Learning

Citizen leaders are waiting to be discovered and to discover that they are leaders, leaders who can make a difference in the community that surrounds them. One set of skills we can use to develop leaders is deliberative skills. Deliberative skills enable public discussion about values that are commonly shared but differently applied. Through public deliberation, citizens can play an important role in shaping their community, shaping their nation. Communities across the country see growing community problems such as homelessness, racism, violence, environmental pollution, poverty, crime. Coupled with this is a growing loss of confidence in national and state leadership. Citizens can and are stepping forward to make a difference in their community. Through acquiring deliberative skills, we can help them take steps to publicly talk and listen to different voices in order to collaboratively work for the common good. As educators, part of our mission is to help students develop these skills and become effective leaders.

The classroom can be a forum where deliberative skills provide a fresh approach to active learning. A learning community can be developed in the classroom that will have a positive carry-over into activities outside the classroom to the other communities where our students are involved. The Study Circles process and materials provide structure to the discussions.

With current emphasis on collaboration and cooperative learning, building learning communities and learning organizations, we believe that deliberative dialogue will move us toward a true learning community and toward the development of a community of citizen leaders.

Deliberative skills consist of active listening, creative conflict, public dialogue and public judgement.

Active listening is observed when:

- You stay engaged with a person that you are listening to
- You are supportive of the speaker's efforts, whether or not there is agreement
- You search for underlying meaning
- You are non-judgemental

Creative conflict is observed when you are looking for constructive, honest confrontation. In creative conflict:

- You value and incorporate diversity
- You create an environment safe for difference
- You agree to disagree when there is no common ground
- You focus on the present and on solutions

In public dialogue you will observe talk in which differences are valued and there is search for understanding. In public dialogue:

- You believe that you create opportunities for public talk on matters that effect all of us
- You provide the opportunity to talk in a place where differences are valued
- You let trust build gradually
- You need resource material that present diverse prospectives

Public judgement has the hallmark of discriminating reason arrived at through talk and reflection. In public judgement:

- You arrive at better solutions through weighing several options
- You create greater willingness for tradeoffs
- You learn how to make hard choices

In deliberative forums, people strive for common ground for action rather than walking away as winners or losers.

Leslie L. Lambright (Community College Journal, February-March, 1995. "Creating a Dialogue") cites research studies in Bonwell and Eison's review of the literature which conclude that college students are unable to listen effectively after 15-20 minutes. Assimilation of information drops rapidly after this critical juncture. Additionally, retention of lecture material is minimal in all but the brightest listeners.

Paul Esner (Community College Week, 10/21/96, "Change Faster or Get Out of the Way") goes further in stating, "That everyone is an active learner and teacher through collaboration, shared responsibility and mutual respect; that the learning process includes the larger community through alliances, relationships and mutually benefiting opportunities: and that real learning occurs in a flexible and appropriate environment." He goes on to say, "Academia must recognize that a student's education is developed through a series of personal, group and team experiences designed by the institution or faculty with students."

As educators, who continually seek to improve, the incorporation of deliberative dialogue into educational settings will help us bring about the change Esner is presenting. We must think critically, creatively and differently. We must listen

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carefully and think out loud. We must take responsibility for what we say, work in teams and come to terms with diverse, ambiguous meanings. We must do this ourselves and we must help our students (our leaders) to develop and use these skills.

Senge, who has tied together the concepts of leadership and learning organizations, indicates that in learning organizations leaders are "...designers, teachers and stewards. These roles require new skills: the ability to build shared vision, to bring to the surface and challenge prevailing mental models, and to foster more systemic patterns of thinking. In short, leaders in learning organizations are responsible for building organizations where people are continually expanding their capabilities to shape their future -- that is, leaders are responsible for learning." (Peter M. Senge, "The Leader's New Work: Building Learning Organizations".) Michael Briand brings back the importance of deliberative dialogue to leadership and to learning organizations in, "People Lead Thyself", saying that the greatest single service a would-be leader could provide and the greatest challenge he/she may confront is to "help fellow citizens build and sustain good working relationships by deliberating, choosing and acting together."

We have history to support this thinking as well as excellent resources to assist us. From Sam Adams' Committees of Correspondence to the Chaugauqua Literary and Scientific Circles of the 19th Century, "It has been a way of life for Americans to come together to discuss common concerns. Cooperative, collective, deliberation and action, without the sacrifice of individual values is a democratic ideal that needs constant attention and nurturing as an informal, practical and effective method for adult learning and social change. This study circle is rooted in the civic movement of the 19th Century America. Study circles are voluntary and highly participative. They assist participants in confronting challenging issues and in making choices. The study circle is a small group democracy in action. All view points are taken seriously and each member has an equal opportunity to participate. The process is as important as the content. The goal of study circles is to deepen the participants understanding of an issue by focusing on the values that underline opinion. They seek common ground, areas of general agreement, but consensus or compromise is not necessary. Deliberation is the goal.

Our classrooms can be a forum where deliberative skills are first learned and then practiced. The Study Circle concept and supporting materials are an excellent beginning. To begin listening with an open mind is paramount. This is a skill that can be learned. In the deliberative process, each person strives to understand the position of those who disagree with them. Remarks are to be relevant and addressed to the group. Ideas and differences are to be freely expressed and challenged, but each is responsible to monitor his/her attitude, body language, reason versus emotion, in order to further deliberation. Discussions conducted in classrooms with deliberative dialogue skills can be a fresh approach to active learning. This classroom experience can and should train students to move beyond the data and arguments as presented in a lecture

or textbook to a consideration of information within a broad social context and toward a heightened appreciation of what the information means to their fellow students ... learning and knowing are communal acts." *(Politics for the 21st Century,* Kettering Foundation).

Helpful Resources:

Bohm, David, On Dialogue. David Bohm Seminars, P.O. Box 1452, Ojai, CA 93023

Study Circles Resource Center
Route 169, P.O. Box 203
Pomfret, CT 06258
203-928-2616

Fariand, Maria and Sarah Henry. Politics for the Twenty-First Century: What Should be Done on Campus?
Kendall/Hunt Publishing Company, 2460n Kerper Blvd., Dubuque, IA 52004-0539, Phone: 1-800-338-5578.

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THE EVOLUTION OF

GENERAL EDUCATION REQUIREMENTS

AT PRINCE GEORGE'S COMMUNITY COLLEGE

By

Robert Barshay
Dean, English/Humanities
and
Catherine Cant
Chair, Math/Engineering

Prince George's Community College
Largo, MD

ACADEMY

In 1965 & '67 **Robert Barshay** earned a B.A. & M.A. in English at The Pennsylvania State Univ. From 1996 to '68, Robert was an instructor of English at northern Michigan Univ., where he taught a required humanities course & composition.

Robert & his wife then decided to live abroad. Robert "put on hold" an acceptance to the University of Maryland's doctorate program in American Studies, & traveled to Israel. From 1968 to '69, they lived in an ulpan, a community of non-Israelis who participate in language immersion, to learn Hebrew, & also on a kibbutz. From 1969 to '70, Robert taught literature & composition at the University of Haifa, English as a foreign language at a kibbutz, & literature in Tel Aviv to students in a program affiliated with Oxford University in England.

They returned to the States in 1970, at which time Robert began working on a Ph.D. in American Studies at Maryland. Robert's dissertation on Philip Wylie was completed in 1975; Maryland awarded him the Ph.D. that year. In 1972, while he was a student, the Prince George's Community college hired him as an associate professor of English, & he remained there to this day.

Besides his formal, academic education, teaching & administrative experience, he has been involved in or contributed to other activities. For three weeks in the summer of 1986, I attended The Humanities Institute in Cambridge, England, & completed in good standing "Edwardians & Moderns: English Fiction From 1890 - 1930," for which he earned three semester hours of graduate credit from the University of North Carolina at Greensboro. From 1987 to '92, he attended The University of Baltimore School of Law at night, where he was awarded a Juris Doctor degree. He was admitted to the Maryland State Bar in 1993, & to the District of Columbia Bar in 1994. As a result of new interests, he is a practitioner member of the Academy of Family Mediators & was appointed to serve on the Montgomery County Commission on the Humanities.

Catherine Cant is Chair of the Department of Mathematics/Engineering at Prince George's Community College. She has been teaching mathematics for thirty years, twenty-three of them at Prince George's. She currently serves on the General Education Task Force & the Cross-Cultural Education Advisory Council at Prince George's, & on the K-16 Mathematics Partnership, which is a statewide effort to establish standards for mathematics education from kindergarten through university core requirements. She has been instrumental in the development of three new mathematics courses & revisions to several traditional mathematics courses, in response to changing needs & new technology. Mrs. Cant received her A.B. in mathematics from Randolph-Macon Woman's College, & her M.S. in mathematics from the University of Connecticut. Additional graduate work includes computer science, education & English.

The Evolution of General Education Requirements at
Prince George's Community College

On August 5, 1981, the president of Prince George's Community College (PGCC) created a Task Force to investigate the college's general education requirements. The president's action was instigated by one of the institutional objectives for fiscal year 1982 to "evaluate the College's General Education requirements in terms of their purpose and appropriateness as a major component of the Associate Degree programs." That was the beginning of a long term review and ongoing assessment of Prince George's Community College's general education requirements that has seen continuous modifications, and that culminated in a major reform in 1995.

The Task Force then and now has consisted of faculty from representative instructional areas, and influential administrators. Since then, general education has grown in prestige and visibility on campus as the cluster of courses from which, we recognized from the outset, students learn a common body of skills, values, and knowledge that are requisite to becoming a literate human being. We felt then, as we do today, that all Associate degree-seeking students should be steeped in this common learning experience as a result of which they would think and communicate intelligently and critically and thus be equipped for rational decision making and problem solving in an increasingly complex society.

In 1981 when the Task Force was first charged by the president to investigate the college's basic education requirements, we found that these requirements were limited to:

English	6 credit hours
Humanities	3 credit hours
Mathematics/science	3-4 credit hours
Social Science	3 credit hours
Physical Education	2 credit hours
	17-18 credit hours

Our recommendations to the president in 1983 did not include enlarging the number of course requirements in general education, which in hindsight is surprising considering that the college required only one humanities course, one social science course, and one course in either math or science. Rather, the Task Force proposed for itself a task, requiring much time and paper work, but eminently doable, to analyze general education and articulate its components into the categories of skill, knowledge, and values.

Then we asked the academic divisions to review all the course master syllabi of those courses that fulfilled general education requirements, and rework the courses so that their outcomes addressed one or more of the many skills, knowledge, and values that we had articulated. The point of this two year

exercise was to encourage the faculty to carefully redesign the general education courses and their stated outcomes so that these outcomes would connect to "authentic" general education components as the Task Force understood them.

We deliberately avoided recommending core multidisciplinary courses in addition to the customary distribution requirements already in existence for several reasons: the creation of such courses would require a massive undertaking involving cooperation among diverse groups on campus with a history of doing things another way; core courses are often better in the description than in reality, tending to be, on occasion, too general and unfocused, too removed from substantive academic tradition; core courses are often difficult to staff; and they tend to be idiosyncratic, for which appropriate materials and textbooks are often hard to come by. Our thinking may have been partly or mainly correct; it also may have been a clever rationalization to avoid politically difficult tasks that might not, after much grief and work, have been accepted.

The vice president for instruction resurrected the Task Force several years later in 1987 to review the college's general education requirements, and make recommendations about what we might do to strengthen them. Our biggest accomplishment then was to propose that the college require both math and science, instead of allowing one or the other. This was approved. Next, we proposed that business math not be permitted to fulfill the math requirement. That caused more controversy than one would have expected, as business math covered such concepts as balancing the check book, but stopped short of introducing algebra beyond simple equations.

In fact, although our college allowed business math to fulfill the general education math requirement, it was not accepted at the University of Maryland, the place where most of our transfer students attended after leaving us. That notwithstanding, howls of protest were heard from the areas of office technology and secretarial education, whose programs required business math. Fortunately, the college accepted this recommendation as well. During this review, the Task Force also proposed that the college create and require a computer literacy course. Approval was not forthcoming for this recommendation, partly, we believe, because the need for computer literacy was not as compelling then as now.

To provide a mathematics course that would take the place of business math and fulfill the general education math requirement, the Mathematics Department surveyed the programs that had required business math to ascertain what topics were needed. Then the two semesters of business math were replaced with two separate courses. One course, called business and consumer math, continued to provide the topics that were not algebra-based; it did not meet the general education requirements. The second course, called mathematics for general education, provided

algebra-based topics found in other college-level courses, and was designed to meet the general education requirements and transfer to the University of Maryland.

Recently, the Task Force on General Education was charged by the vice president of instruction to strengthen the college's general education requirements to comply with the Maryland Higher Education Commission (MHEC) fortified plan for general education for the Associate of Arts, the Associate of Science, and Associate of Applied Science degrees. With MHEC's interest in bettering articulation among the educational institutions within the state, particularly between community colleges and four year colleges, we used this opportunity as well to improve the transferability of our students' general education courses to the University of Maryland's programs.

MHEC has determined that the A.A. and A.S. degrees require a minimum of 30 credits of general education courses, and that the newly created Applied Science degree (A.A.S.) requires 20 credits of general education courses. To accomplish that for the A.A. and A.S. degrees, the Task Force recommended, in compliance with MHEC, that the college increase the number of required credits in Humanities and in Social Science from three to six, in science from three or four to six to seven (one course having a lab component). In addition, MHEC provided each institution the latitude to create two new categories in general education, if it so chose, from each of which students could be required to take three credits. The Task Force decided to take advantage of this opportunity and created two new categories: Computer Literacy and Cultural Diversity. The timing seemed right for both. Except for a few programs in which requirements were already high (close to the 70 credit ceiling earlier established by MHEC) because of external governmental and accrediting demands, such as nursing, we decided that a general education course can fulfill credits in only one general education category.

We recommend that the A.A. and A.S. degree recipients, then, must take a minimum of 34 credit hours distributed among the following subjects:

Categories	Credit Hours Required
A. English	6
B. Humanities	6
C. Social Sciences	6
D. Mathematics	3-4
E. Science	7
F. Computer Literacy	3
G. Cultural Diversity	3
Total	34-35

The decision to recommend an increase in the Humanities requirement from three to six assumes that three of those credits would be fulfilled with a basic speech course. In effect, we

proposed creating two subcategories within the Humanities rubric, and designate those courses that fulfill the speech requirement and those that fulfill any other humanities requirement, such as philosophy, art, or music.

The Task Force was delighted to resurrect Computer Literacy as a component of General Education. By this time, it was obvious to almost everyone that a literate human being with the skills to survive in our increasingly complex world should know the value of the computer in its varied uses, such as word processing, and be able to perform many of them. A basic course, already on the books, was designed for the novice student, but those with higher level needs could take an appropriate course required in one of several programs in lieu of the basic course in which more sophisticated knowledge and use of the computer was a prerequisite. In that situation, a student might only need to take 31 credits in general education.

Unlike Computer Literacy, the issue as to which courses would fulfill the category of Cultural Diversity was less obvious and politically more sensitive. Because virtually all departments on campus sent the Task Force most of the courses they house as appropriate offerings for this category, we defined Cultural Diversity as a comparison and/or contrast between two or more cultures, between two or more subcultures within a culture, or between two or more subcultures from two or more different cultures. That comparison or contrast of two or more cultures or subcultures had to be central to the course's syllabus, which the Task Force used to determine course suitability. The study of only one culture or subculture did not constitute cultural diversity for us. Finally, we observed that the purpose of Cultural Diversity courses is to provide our students with a better understanding of and appreciation for other cultures or subcultures through the modes of comparison and/or contrast. The students' own culture may be included in the course, though such inclusion is by no means necessary.

The Task Force met again in response to the new state requirements developed by MHEC. The Commission stated that the minimum acceptable mathematics course should be college algebra. Since the traditional college algebra course is taken primarily by science, mathematics, and engineering students, this requirement would have prevented nearly every other major from earning a degree without their first taking several additional preparatory courses.

There was a prompt state-wide response: every two- and four-year public institution in Maryland was represented at a meeting at which a compromise was proposed. The requirement would be a mathematics course "at or above the level of" college algebra. MHEC accepted that compromise, along with a careful definition of that "level." Then each institution had to adjust courses and/or add new courses to meet the requirement.

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The new general education requirements at PGCC have helped our students in two significant ways. First, and most important, our students, to graduate with an Associates degree, now must take two humanities courses instead of one, two social science courses instead of one (from two different disciplines), two science courses instead of one, and one math course at or above the level of college algebra instead of a business math course. (Many years ago, one course in business math would have sufficed for both math and science.) They are truly better prepared to succeed in life, not only in terms of finding a gratifying career, but also in terms of appreciating and understanding the world about them, and living well within it.

Second, because of the efforts of the Maryland Higher Education Commission, up to thirty-six credits in general education from one institution of higher learning within the state must be accepted by another institution in the state. For community colleges like us, this is a real boon to our students. In the past, four year colleges and universities would pick and choose which courses they would accept from our students. The result was sometimes arbitrary and whimsical, and usually unpredictable, depending upon the individual, and his or her prejudices, making that determination from the receiving institution. Now our students, by state fiat, have their credits in general education accepted by the college they transfer to when they choose to earn a higher degree. Their success reflects well upon them and us.

Robert Barshay, Ph.D., Dean of English and Humanities
Catherine Cant, M.S., Professor of Mathematics

Prince George's Community College

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EXPLORING, PIONEERING, & SETTING THE SERVICE

LEARNING FRONTIER IN COMMUNITY COLLEGES

By

Sue McAleavey
Director, Center Public Policy
Mesa Community College
Mesa, AZ

ACADEMY

Biographical Sketch

Sue McAleavey became Director of the Center for Public Policy and Service at Mesa Community College in 1994. In this role, a faculty position, she has expanded the community outreach and public policy components and connected them to teaching and learning. The number of faculty involved in service learning at MCC has grown to over forty, many of them in non-traditional disciplines such as economics, biology and computer science.

Sue, a native of England, has taught service learning courses at MCC since 1991. Sue integrates service into her Sociology 101 courses, as well as supervising students who engage in internship-type service learning courses. WORKSHOP PRESENTATION

Sue McAleavey, Mesa Community College, AZ

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WORKSHOP PRESENTATION

Sue McAleavey, Mesa Community College, AZ

Workshop Objectives

1. To explore different models of service

2. To explore the personal service learning philosophies and motivations of workshop participants

3. To examine ways in which faculty can be encouraged to participate in different levels of service

4. To acquaint participants with one model of institutional transformation

Method

Participants will examine a particular case-study where a college president is pushing for faculty's closer involvement in the community. * She has a vision of institutional transformation, not necessarily shared by her faculty. A new dean of instruction has been charges with the challenge of promoting such faculty involvement primarily via those who are already involved with, or who have expressed an interest in, service learning. These faculty themselves, however, are not united philosophically. Workshop participants will address four questions, and will be given several worksheets and handouts in order to meet the workshop objectives.

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* This case study is a composite of many different colleges and faculty known to Sue McAleavey by providing technical assistance for a Corporation on National Service *Learn and Serve* grant, subgranted through the CCNCCC. The characters in this care study bear no resemblance to any one person, living or dead.

Office of the Maricopa Community Colleges
The Maricopa Community College District is an EEO/AA institution

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CASE STUDY

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Chris Malcolm is an English instructor at Waybright Community College, (WCC), who has been integrating service learning into her English classes for a few years. As her own philosophy of service has evolved, she wishes to move from social service agency/school-focused placement sites for her students, to closet partnerships with neighborhood development efforts.

Al Brown teaches remedial English and Reading at WCC. He is embarking upon a service learning project for the first time, by developing a letter-writing partnership with a first-grade teacher in an inner-city school nearby. In this way Al is hoping that his students will begin to identify ways in which they can assist in meeting some unmet needs. However, Chris Malcolm has recently been saying to him that such "charity" models of service are inappropriate, and encourage paternalism and dependency. This has left Al confused.

Max Martinez has recently been appointed to Dean of Instruction at WCC. His president, Andrea Suggs, has strongly suggested to him that he promote faculty's closer involvement in the community. She is committed to a new model of community college in the Ernest Boyer tradition, of connecting learning to real life and using it to improve the human condition. She is interested in transforming her college's mission to reflect institutional change at many different levels. WCC faculty are not necessarily in agreement with her and actively resist some changes they perceive as being imposed upon them.

Dean Martinez wishes to call a meeting of Chris, Al and several other faculty who are already, or have expressed an interest in, service learning and closer community involvement.

QUESTIONS FOR WORKSHOP PARTICIPANTS

1. How should the Dean structure this meeting? What should his goals be?

2. Should he bring in an "expert" from elsewhere?

3. Should he invite a community representative? If so, from which site?

4. Should he focus on team-building activities? If so, how?

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FACULTY EVALUATION, PORTFOLIO DEVELOPMENT, AND ACCREDITATION:

WALKING THE TIGHTROPE

By

Walter Nolte
Dean, Instruction

Joe Legate
Chair, Humanitites

Richard Schaus
Chair, Math/Science

Flathead Valley Community College
Kalispell, MT

ACADEMY

PRESENTERS

Dr. Walter H. Nolte, Dean of Instruction and Student Services,

Walt Nolte has been Dean of Instruction at Flathead Valley Community College since 1993. He was Dean of Occupational and Continuing Education at Tacoma Community College from 1990-91, Associate Dean of Occupational Education and Chair of the Business Division from 1986-1990, and Vocational Director from 1984 to 1986. Prior to 1984, Dr. Nolte was the Manager of Instructional Services at the Puyallup extension program of Pierce College (Tacoma, WA). He holds an AA degree from Tacoma Community College, a BA and MA in History from the University of Puget Sound (Tacoma WA), and a Ph.D. in Educational Administration from the University of Texas at Austin.

Mr. R. Joseph Legate, Humanities Division Chair and Speech and Drama Instructor

Joe Legate has an MA and BS from Arkansas State University in Speech Communication and Dramatic Arts and a MFA from the University of Southern Mississippi in Lighting Design and Technical Direction. Prior to his position at Flathead Valley Community College, Mr. Legate served as faculty to State University of New York at Oneonta, Clemson University, and Dickinson State University.

Mr. Richard H. Schaus, Mathematics and Natural Sciences Division Chair and Physics and Mathematics Instructor

Dick has a BS from the University of Michigan and a MS from the U.S. Naval Postgraduate School. Dick came to FVCC from the Office of Naval Research, where he was Deputy Director, Research Programs. He was a U.S. Navy Geophysicist with an area of specialization in Polar Oceanography. His recent assignments included planning and policy in the Office of Polar Programs of the National Science Foundation; Director of Polar Programs for the Oceanographer of the Navy; Commander, U.S. Arctic Research Laboratory, Point Barrow, Alaska; Expedition Co-Leader for the 1980 Inspection of Research Stations of Antarctic Treaty Signatories; and Geophysical Advisor to the government of Colombia, with teaching and research duties in the graduate studies program of the Colombian Marine Sciences Institute. Schaus believes that it was due to his work in tropical oceanography while in Colombia that the Navy assigned him forever hence to polar-related duties.

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INTRODUCTION: THE NEED FOR A NEW EVALUATION PROCESS

Flathead Valley Community College had a faculty evaluation system prior to 1992. The system was detailed in the faculty collective bargaining agreement. Although this system was adequate, it was inactive. The Northwest Association of Schools and Colleges, during FVCC's ten year accreditation visit in 1992, mandated that the college respond to six general recommendations. One of these was the design and implementation of a new faculty evaluation system. The actual citation from the accreditation visit read: "Efforts must be made to provide improved evaluation for full-time faculty to bring the College into compliance with Standard VII and Policy Statement 26." Northwest's requirements for faculty evaluation read:

> How is the teaching performance of the individual faculty member evaluated? What evidence is there to show that the criteria used are known and accepted by the evaluating officials and the faculty? (NW Accreditation Handbook, 1992)

In addition, under separate policy (Policy Statement # 26), Northwest stated that it is the institution's obligation, in consultation with the faculty, to evaluate on a continuing basis the performance of its faculty members. Faculty members are to be safeguarded in their exercise of academic freedom; however, the protection of academic freedom does not lesson the need for performance evaluation to ensure the effectiveness and quality of those responsible for academic programs. Some type of substantive evaluation of faculty must occur at least every three years. A specific process, timeline, and criteria for evaluation need to be documented. Although collegial participation is critical, it is the obligation of the administration to ensure quality and effectiveness of educational programs through faculty evaluation. At a minimum, administration must have access to the primary sources of raw evaluation data. Multiple indices should be used--each relating to the role of the faculty member. The policy statement provided the following examples: evaluation of teaching through student, peer and administration assessment, evaluation of the scholarly performance of research, evaluation of service. Where deficiencies exist, it is the responsibility of the faculty member for remediation with assistance from the College. In other words, evaluation must be coupled with remedial action and professional development.

This was FVCC's challenge. A new Academic Dean started work at FVCC in September, 1993. No work had been done on faculty evaluation during the previous year. The College had until fall of 1994 to design a system, write a report for the accreditation association, and prepare for a focus visit.

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PERSONNEL COMMITTEE: MEMBERSHIP AND PURPOSE

The development of the revised procedure started in the fall semester, 1993. The Personnel Committee, comprised of five full-time faculty elected by the members of the faculty union, was charged with the development of a revised faculty evaluation process. The Personnel Committee is a standing committee with a stated purpose to improve instruction. For the purpose of developing a revised evaluation procedure, the Academic Dean and two faculty with prior experience developing faculty evaluation approaches joined the Committee. Prior to 1993, the Personnel Committee administered student evaluations for the College's instructors. Few opportunities existed for acknowledging strengths or addressing weaknesses. Options for evaluation, other than the student evaluation form were not encouraged or explored. Instead of stimulating the instructor's internal motivation, the procedure was too frequently seen as a process to be endured and then probably forgotten. Following the advice from the accreditation report, FVCC began looking in earnest at expanding and improving the faculty evaluation procedure.

HOW WE GOT STARTED

The Faculty Personnel Committee began the development of an evaluation process by reviewing a considerable quantity of material, ranging from our own past experiences, to evaluation methods and instruments used at other institutions, to measurable instructor behavioral characteristics, to teaching philosophy and purpose discussions in the current literature - in order to determine what we wanted to measure, how best it might be measured, and toward what ends the measurements would be used. Our goal was to develop a workable process, using realistic evaluation instruments, which would provide maximum flexibility as well as usefulness for faculty, and which would be coupled to faculty professional development. We ultimately decided to adopt the concept of teaching portfolios as the basis for a faculty evaluation process.

DEVELOPMENT OF FVCC'S FACULTY EVALUATION PROCESS

As indicated, the Personnel Committee reviewed evaluation procedures used at other colleges, reviewed the literature on faculty evaluation, and examined the history of faculty evaluation at FVCC prior to starting the task of designing a new procedure. Committee members were individually assigned tasks in the development process. For example, one member was charged with identifying the characteristics of excellent teaching as a way for determining overall faculty performance based on established criteria. Several Committee members were charged with revising the student evaluation form. One member developed a

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philosophy and rationale statement for faculty evaluation. The chair of the Committee and the Academic Dean were responsible for the preparation of the final document.

Throughout the development process, the Committee maintained a policy of open, constructive criticism. Frequently, drafts of the revised process were presented for review to faculty at large, the leadership of the faculty senate and faculty union, and the College administration. The Committee responded when appropriate to suggestions for improving the proposed process.

WHAT DOES THE LITERATURE SAY ABOUT TEACHING PORTFOLIOS?

The literature suggests that institutions should use portfolios for faculty evaluation when there is a concentration on teaching. This is the essence of FVCC and most community colleges. Teaching portfolios shift the burden of work to faculty, yet provide the most flexibility. However, one of the consistent themes in the literature is that administrators must be willing to give up control of the process to faculty. The literature suggests that teaching portfolios decrease the reliance on student evaluations that can be capricious. Teaching portfolios provide for, even encourage, diverse sources of evidence of quality contributions. If properly designed, portfolios will provide the faculty member feedback from a variety of sources and involve an expanded number of peers, students and other College and external people involved in the evaluation of instruction. The literature also suggests that portfolio development is costly in time and resources, however, this is offset by the flexibility of portfolio development and the ability to accommodate changing institutional and faculty needs. The literature also suggests the need to emphasize that the portfolio is for faculty self-improvement and renewal--formative not summative.

CONTENT OF FVCC'S PORTFOLIOS

The Faculty Evaluation Portfolio was designed not only for instructional evaluation by students, peers, and supervisors, and professional-related evaluation by peers and supervisors, but for faculty self-reflection and professional development as well. Indeed, experience has shown that one of the most significant parts of the faculty evaluation process is the self-evaluation required of each faculty member. The required components of each faculty member's portfolio are:

* Evaluation Plan
* Instructional Evaluation
* Professional-Related Evaluation
* Self Evaluation

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* Professional Development Plan
* Division Chair/Supervisor's Evaluation

Immediately prior to their evaluation year, faculty members develop their individual evaluation plans and submit them to the Dean via their Division Chair. Within the instructional and professional-related evaluation components, faculty members are given wide latitude in the development of their evaluation plan to choose among a variety of appropriate evaluation instruments to supplement certain mandatory instruments such as student evaluations (instructional) and faculty service evaluations (professionally-related). At the completion of their evaluation year, and upon review of their evaluations prior to submitting their portfolio, faculty develop their individual professional development plans for inclusion in their portfolio, calling upon their Division Chair or the Dean for advice or guidance as desired or required.

PILOT YEAR

It was decided that a three-year faculty evaluation cycle would be appropriate. Accordingly, one third of the faculty was designated to participate in the pilot year of the new evaluation process, which included one member (Dick Schaus) of the Faculty Personnel Committee who participated in the development of the process. We found, not unexpectedly, the normal amount of human inertia and resistance to change, together with some initial confusion caused by the sheer volume of forms - a consequence of providing a complete package of all possible forms from which an instructor could choose. However, we also found that certain new and more meaningful evaluation instruments were enthusiastically received and employed by faculty; that faculty members have been consistently serious, thoughtful, and creative in their self-evaluations and professional development plans; that the feeling of cooperation and trust between faculty and administration has been strengthened; that Division Chairs and the Dean have become more aware of individual faculty member's strengths, philosophies, goals, and in some cases, weaknesses; that the individual faculty members and the institution now have a measurable basis on which to plan individual professional development; and, of course, that the Northwest Accreditation Association's requirements had been fully met. Perhaps one of the larger benefits of the pilot year was the realization on the part of participating faculty that the results of the individual's evaluation portfolio would be used to assist him or her in the attainment of their professional development goals for the overall good of the institution.

DIFFERENCES BETWEEN THE PRE- AND POST-TENURE PORTFOLIOS

A revised tenure evaluation process was developed by the Dean of Instruction during the summer of 1995 and approved in September by the faculty

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Personnel Committee, the group charged with developing and implementing faculty evaluation. The revised pre-tenure evaluation process is based on the portfolio evaluation process used for the evaluation of post-tenured instructors. The pre-tenure process is more prescriptive than the post-tenure system, requiring for example, more classroom observations. The procedure still provides an opportunity for the pre-tenured faculty member to document quality contributions to the institution, however, the primary purpose is to prepare a portfolio in preparation for applying for tenure. This process is summative in nature, resulting in a decision on future employment status. Although the portfolio is the sum of the evaluation activities for the three year tenure evaluation period, annual reports are submitted to the College's Tenure Review Committee. Faculty members and Division Chairs meet at least yearly to review progress on the preparation of the portfolio. Division Chairs/Supervisors are expected to prepare an annual evaluation to be included in each portfolio.

RESULTS

Faculty have been serious about the process. They have used a wide variety of the suggested options for evaluations and created some of their own. The collaborative development of the process enhanced a sense of trust between faculty and administration. An example of this was a change to the collective bargaining agreement to read that the faculty and administration will have a faculty evaluation process that is jointly developed and mutually agreed upon. The revised process met requirements of the Northwest Association, and the focus visit evaluators praised our efforts. The process also provides the College Dean an opportunity to celebrate excellence, but also to make suggestions.

The results of a survey of faculty who have completed the process will be shared with conference participants.

FINDING A POT OF GOLD AT THE END OF THE RAINBOW:

A CHAIR'S ROLE IN EXTERNAL FUNDRAISING

By

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Peter A. Spina

Peter A. Spina was elected President of Monroe Community College in August 1981. He has spent more than thirty years in community colleges, most of his roles have been in senior administrative positions.

During the decade of the 1980's under Dr. Spina's leadership, Monroe Community College was the fastest growing community college in New York State, increasing its enrollment by more than 41 percent. MCC now enrolls more than 30 thousand students annually, and many more thousands of non-credit students. To accommodate the College's tremendous growth, MCC added two new buildings on its Brighton campus, and has developed a major new campus in the former Sibley's Building in Downtown Rochester.

In 1984, Monroe Community College was invited to join the prestigious League for Innovation in the Community College, a group of 20 community colleges generally regarded as among North America's most creative and best.

As MCC's president, Dr. Spina has been active in community affairs. He sits on several corporate boards, educational consortia, and not-for-profit groups. He is a past president of both the League for Innovation in the Community College and the Association of Presidents' of Public and Community Colleges. He was presidential liaison to the Executive Committee of the National Junior College Athletic Association. He has been a keynote speaker at virtually every major community college conference in America, and is a published author. Currently he serves as President of High Technology of Rochester, Inc.

Monroe Community College has been at the forefront of institutional fundraising among community colleges. With a seven-figure endowment and the receipt of several of the largest cash gifts ever awarded to a community college, MCC's Foundation ranks high in several categories of institutional giving. One capital campaign has been successfully completed and another is beginning, making Dr. Spina's fundraising leadership truly significant.

He received Bachelor's and Master's Degrees in English and Speech from State University of New York at Albany. He was awarded his Ph.D. with distinction from New York University. His alma mater, SUNY Albany, has awarded Dr. Spina its outstanding alumnus designation and he was also initiated into its athletic hall of fame.

In a study conducted by the University of Texas, Dr. Spina was named by his peers as being one of the 50 top community college presidents in America. He also was awarded the 1992 Northeast Region Outstanding CEO Award by the American College Trustees Association.

Continuing tight public funding will dictate many changes in the community college status quo. One seldom discussed potential operating change is how the role of the department chair may shift to reflect tomorrow's institutional realities.

One role shift in the next decade may be a product of increasing efforts by community colleges to increase their external fundraising base. Heretofore, community college fundraising programs were the bailiwick of a relatively few institutional characters: presidents, foundation directors, and volunteers. With public funding increasingly problematic, presidents are looking to variegate their fundraising programs. Especially in occupational areas, often the most knowledgeable individual in assessing corporations' ability and disposition to give to community colleges is the department chair who, hopefully, has established strong ties with that occupational community. While not every chair represents a discipline that has extensive business "connections," many do and senior administrators will be looking to these chairs to help deliver badly needed external funding to the college.

The ability to fundraise is a vastly underestimated skill, and some people believe they can raise money simply by being given the institutional imperative to do so. Contemporary fundraising in an increasingly competitive environment is a complex task requiring fairly significant training and preliminary preparation within an institutional advancement program that is up to the task. Even in institutions that have sophisticated institutional advancement/external fundraising programs, an immediate challenge for senior administrators will be to engage department chairs fully in this new area of job responsibility. Colleges that can successfully involve their department chairs in fundraising programs will yield some significant benefits.

Increasingly, especially in community colleges, external forces are beginning to have an impact on certain departmental areas like curriculum development and reform. Many community colleges employ curriculum advisory committees composed of outside practitioners in the field whose viewpoints and participations are often very contemporary and who can identify various market forces and industry realities and interpret them for college faculty whose engagement in their college duties has been increasing due to the impact of larger numbers of under-prepared students.

Some departments have forged relationships, especially in their workforce training initiatives, with significant members of the local business community who are in a position to assist the college in resource development. As public support for higher education on all levels continues to taper off, academic departments may be asked to utilize their professional contacts for more than just matters relating to curriculum development and reform. Perceptive community college leaders are realizing that the public will probably never be able to fund community colleges at an appropriate level given our reliance on tax levies and the likelihood that such funds will be hard to come by in the future.

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Community colleges then need to impress upon academic departments the mutual advantages that can accrue from their active involvement in resource development and fundraising. Such an involvement is not without pitfalls. Fundraising is more of a science than an art and, while others may believe to the contrary, definitely requires significant preparation. Most fundraisers are made, not born, and community colleges wish to "get the gold" must develop appropriate strategies. This presentation will unfold some of those strategies.

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FROM ON-SITE TO DISTANCE EDUCATION:

A HIGH WIRE ACT IN INNOVATION AND LEADERSHIP

By

Brenda Conrad
Head, Critical Care Nursing
and
Pam Nordstrom
Coordinator, Neonatal Intensive Care

Mount Royal College
Calgary, AB

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PRESENTERS

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Brenda has 26 years of experience in Critical Care Nursing practice and education.
She has extensive experience in distance education. She developed the post RN
certificate program since 1988 and has since coordinated its transformation from onsite
study to distance study. The program is presently delivered to 300 distance students in
Alberta, Canada and Internationally. The program now offers an Emergency Stream of
distance study and the first in a series of Web-based courses. Brenda is also
coordinating the development and implementation of a distance Forensic Studies
Program, using a web-guided approach.

PAM NORDSTROM, RN, BN, MSA
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Pam has 13 years of experience in Neonatal Intensive Care Nursing practice and
education. She was instrumental in transforming the NICN program from onsite to
distance delivery. Pam coordinates and teaches various courses in the program. She
has presented at many conferences in her field. Pam has developed innovative
methods to interact with her distance students as well she has planned unique clinical
practicums for students in their communities. Pam is designing new course delivery
techniques using Web-ready CD-ROM technology as well as expanding her program to
meet the learning needs of respiratory technology graduates.

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From On-Site to Distance Education: A High Wire Act in Innovation & Leadership

Introduction

Managing an innovative distance delivery program in a traditional on-site college is like walking a tight rope without a net. For years we took steps on the high wire to enhance learning using technology. We were virtually on our own and generally unnoticed in our college, as distance education was unique to our programs. But, now there are strong driving forces in education and government pressing colleges to incorporate distance delivery and technology to increase accessibility and flexibility while decreasing costs. In response to these demands, Mount Royal College, Calgary, Alberta, Canada has adopted a vision to transform learning using innovative technology to meet the future needs of students in the new century. Administrators and colleagues are now investigating our high wire distance delivery act and some are developing their own act! We now have the support and encouragement of the college to enhance our programs and share our experiences with others.

While exciting, this challenges us to balance the role of program manager with distance/technology consultant, as we are pressed into new roles in the college at large. As early adopters of technology, in addition to our leadership responsibilities within our own programs, we have the added role of teaching our colleagues how to transform their programs to distance delivery and incorporate technology. Our roles have expanded to include those of consultants, pioneers, mentors, role models, cheerleaders, encouragers and problem-solvers. This paper briefly outlines the challenges we experienced transforming our own programs from on-site to distance and the incorporation of technology to enhance learning. Specifically, we address our multi-modal model of distance delivery – from print-base to Internet. We will explore our new leadership roles: first, as program leaders continually striving to understand and evaluate the impact of distance learning techniques on our programs and second, as first adopters of distance education technology within the college.

In addition, during the conference presentation, selected issues related to transforming a program to distance delivery will be facilitated through small group discussion and will include questions such as:

> ➤ How do we nurture and support faculty who want to do it in a big way, a small way or who do not want to do it at all?
> ➤ What are the upsides and down sides to various modes of interaction with students (print, video-conferencing, telephone teaching, e-mail, computer conferencing, courses on the Internet)
> ➤ Where will distance programs and technology be in the year 2000?

Challenges of the Transformation from On-Site to Distance & Incorporating Technology

Transforming onsite courses to distance courses requires us to develop innovative techniques (ways) to interact with our students. A multi-modal delivery model has been developed that includes the following modes: paper-based, audiotapes, videotapes, audio-teleconferencing, video-conferencing, telephone, seminars and digital technology. Each mode presents its advantages and challenges.

Paper-based
A package of print material is developed by a team of experts including a content expert, editor, instructional designer, graphic designer, copyrighter, publisher, typist, and curriculum consultant. Print material is generally original material with the addition of journal articles, pamphlets and text books. Innovative techniques are designed to engage the learner in meaningful learning activities. A "Docutech" (computerized) printer offers us flexibility to make changes and print on an as-need basis at low cost. Print materials have been evaluated by students as high quality, reader friendly, interesting, current and meaningful.

The challenge or downside to print material is the cost and complexity of surface mail. Students in remote areas or out-of -province or country often receive materials late. Efficient purchasing and distribution systems are required that are not often available in a traditional onsite-study college.

Audio and Video Tapes
Audio and video tapes are produced by the college or purchased and stored in the library which distributes to students through a lending system. Again delayed booking by students, too few copies, slow surface mail, and late return may impede effective use by the students. Also, this media may be lost in the mail.

Audio Teleconferencing
Because 99% of students have access to a telephone, this medium may be used to increase interaction among learners, and between learners and instructors. Audio-teleconferencing is used successfully, not for lecturing, but rather for discussion, discourse and socialization. Successful activities include: case studies, learner presentations, role play, and guest-expert conferencing. Difficulties with audio conferencing include: telephone distance costs to students from home sites and bridging and site booking and costs, especially outside the province. Students may not be willing or able to travel to a centre in their area to access the audio conference.

Video-conferencing
Our new distance technology centre now offers us a means to video-conference using "Picture-tel" to various sites. It was first piloted in November of 1996. Again, rather than lecture style classes, this mode offers a means to foster discussion among

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students and teacher from a distance. It allows, face-to-face interaction, use of multi-modal tools and synchronous feedback.

The limitations of this mode centre around cost, availability of video-conferencing sites in remote or out-of-country areas. As well, some students are hesitant to travel to the site and prefer at home study modes.

Telephone Teaching
Telephone teaching involves student-instructor interaction on a one-to-one personal level. The instructor, in the role of mentor/coach/facilitator, guides the student to appropriate resources, advises, counsels and clarifies concepts. Interaction via telephone is popular and successful. Specific teaching hours are devoted to telephone contact with students. Student cost has been minimized by toll-free 1-800 numbers. Voice mail and answering machines facilitate contact and messages. Operating four distance delivery programs on a single 1-800 line has become more complex as the departments have grown and demand more branching out.

Digital Technology
We are currently incorporating digital technology to enhance instructor-student interaction through e-mail, computer conferencing, on-line bulletin boards, on-line assignment submission, Web-search, and on-line course materials. The last year has seen a leap into the new information age in that two courses have been redeveloped for Web-delivery. Advantages to Web-delivery include: elimination of surface mail problems, learners can learn anyplace anytime, reduced program costs (once developed), increased options for learners, highly interactive - not just print materials on screen, and learner-instructor computer competency.

The use of Web-ready CD-ROM courses will also be developed. This method may prove to be less costly than preparing course for Web delivery.

Challenges with digital technology include: requires team of experts to develop a course, requires student access to computer software, hardware, Internet service provider, high costs of development, cost effectiveness is unknown, instructor development time is substantial, electronic copyright issues are still not clearly defined, learning outcomes are unknown, instructor role changes to facilitator/coach, teaching time required is unknown, and it is limited to students who have access to the technology.

In summary, the multi-modal delivery model affords us varied means to facilitate interaction and learning of our students any time, any place. The modes selected for a particular course will depend on: goal/purpose of the course, nature of the content, technology available to the learner, faculty motivation, skill, creativity and constraints of resources.

Leadership Roles

The poster created for this conference provides an emotive visual image of what it can be like as a leader in this educational environment. The chair on the high wire portrays the balance act required to perform the daily tasks and challenges of managing a program. The saw blades, fire and nasty creatures depict the additional challenges that complicate the task of maintaining one's balance on the wire. There is no safety net illustrated on this poster, which may be an accurate depiction of reality for chairs who are, or intend to, enter the world of distance education using innovative technology.

In addition to managing daily operational tasks, program leaders or chairs must anticipate, understand and evaluate the impact innovations have on programs. Leaders are required to adopt several roles to successfully carry out these tasks. Examples of a few of these roles are provided.

Leaders are often called upon to be pioneers. Charting new territory is a lonely role. Significant amounts of energy are required for all of the stumbling and gambling inherent in being a pioneer. For example, in one of the distance programs the program coordinator is exploring the laws related to electronic copyright. To this point, little has been established in this area.

Problem solver is another familiar role. One challenging task has been developing a process that provides fast turn around time for the team involved in writing a course to put on the Web. Using the technology, the four parties (writer, editor, curriculum reviewer and media producer) were able to connect through the Web so that files could be transferred and edited by all parties simultaneously.

The role of consultant is common. The program coordinators offer advice to other coordinators within the college regarding distance delivery modes and support systems. They present and demonstrate to interested academic leaders within the college, and teach and guide colleagues who are unfamiliar with writing distance courses.

As cheerleaders, the distance program leaders attempt to instill enthusiasm where it is waning. For example, considerable positive talk is required when one of the writers gets bogged down in the writing process or is venturing into unfamiliar areas (e.g., incorporating new technology). Instructors who identify creative ideas that promote the adaptation of new technology, require a leader who does not hesitate to be supportive and understanding. A paramount activity of the cheerleader is to offer praise and reward for innovation and progress.

As role models, leaders set standards and emulate values. For example, instructors who are new to distance delivery need to see different methods of teaching by telephone. The leader is able to share what has proven to be successful as well as encourage the new colleague to discover new ways of teaching with this technology.

The leader is also a mentor. As colleagues explore distance education, program coordinators have been called to establish mentoring relationships. For example, during the ongoing process of developing and implementing the courses in forensics, the coordinator of critical care nursing mentored the writer and program designer of forensics.

Distance program leaders are coaches. They nurture and support those who are hesitant and non-risk takers and meanwhile encourage the early adopters and all those in between.

Another challenge is coming to terms with the shifting environment of distance technology while working within systems that are slow moving and rigid. It can be frustrating and paralyse a leader from being responsive.

Inherent in being a first adopter comes the challenge of having people observe, but not necessarily participate. It is analogous to people intently watching a hire wire act, but being fairly certain they do not want to be on the high wire themselves. Leaders who operate in the world of distance education and innovative technology need to be highly motivated and confident in their roles and with their own tasks, so they can enthusiastically invite others to join them.

Summary

The multi-modal delivery model provides opportunities to interact with our students in innovative ways. While the technologies we incorporated in our distance delivery programs offer advantages to our students and instructors, we as program leaders must address the challenges inherent in these methods as we manage the programs. The ever changing area of technology and its application to distance education, requires program leaders to be independent risk-takers, open to creative ideas and willing to work in a constantly changing environment. Many times we have likened this role to balancing on a high wire without a net. However, as we spend more time on the high wire, we see the task of balancing on the wire may be less lonely if more colleagues join us and the fear of starting one's own high wire act may be reduced if administrators provide safety nets of support. We look forward to the future when managing an innovative distance delivery program may be more like a walk in the park.

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THE FUTURE NEEDS OF A NEW CHAIR

By

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Presentation Paper was not Submitted

For additional information regarding this presentation, please contact Coen Free, President of King William I College at 31-073 624 9 61 or fax 31-073 624 9 629.

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HARPER COLLEGE WELLNESS PROGRAM:

A WORK IN PROGRESS

By

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Jerry C. Gotham

Jerry Gotham has served as the Dean of the Wellness and Human Performance Division at Harper Community College for the past four years. Before coming to Harper in 1993, Jerry spent four years as a high school physical education teacher and coach and as faculty member and coach at the University of Wisconsin - Stevens Point's School of HPERA for 27 years teaching health and physical education., served as Intramural Director for five years and as Director of Physical Education for three year. It was during his tenure at Stevens Point that the National Wellness Association was established on campus and School of HPERA programming was broadened to include offerings from all of the Six Dimensions of Wellness.

As Dean of the Wellness and Human Performance Division, Jerry's responsibilities include providing leadership for academic programs in health, physical education and cardiac technology; a varied continuing education program of wellness offerings, summer sports camps and cardiac rehabilitation; student and community programs in intramurals, recreation and intercollegiate athletics; and the College Health Service.

During his career in education,. Jerry has been a member and held offices in several state and national professional organizations including the Wisconsin Basketball Coach's Association, National Intramural Recreational Sports Association, American Alliance for Health, Physical Education, Recreation and Dance, and the National Wellness Association. He has served as District Governor of the American Heart Association, is a DACUM Facilitator, a member of The Chair Academy and on the Board of Directors for the Worksite Wellness Council of Illinois.

Jerry received his Bachelor's Degree in Health and Physical Education from the University of Wisconsin - La Crosse, Master of Education from the University of Idaho and Doctorate in Higher Education from Nova University.

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Harper College Wellness Program: A Work In Progress

Background

William Rainey Harper College is a two year public community college in the Northwest Chicago suburbs serving approximately 24,000 students each term enrolled in transfer, career, and continuing education programs. There are 770 full time employees, 10,000 adjunct faculty and part time employees, in a community college district of 23 communities and 511,000 people. In 1975 Harper college started wellness programming with a yearly Health Fair. Since that time the Harper College Wellness Program has grown into one of the best in the nation. The program was recognized with a Silver Award in 1995 by the Worksite Wellness Council of Illinois. Wellness programming is provided to Harper students, staff, and community members through the Wellness and Human Performance Division as well a other divisions in the college.

The Harper Wellness program has exerted an on-going effort to balance its programming in terms of the six dimensions of Wellness. Previously, the wellness program was heavily activity based with a wide variety of credit and continuing education classes and free seminars. Although, the physical dimension still remains strong with numerous screenings, seminars on nutrition, back care , ergonomics and release time for physical fitness; the emotional, spiritual and intellectual dimensions have begun to dominate our offerings. Participant evaluations have been very positive, but measurement and evaluation of participant outcomes and data collection have been limited.

The latest research by Larry Chapman and others, of successful corporate wellness programs, suggest that by identifying employees with high risk behaviors and medical conditions, targeted wellness programs can be both highly effective in terms of satisfying both the "human capital rationale and economic rationale." Making innovative effective change takes motivated leadership, administrative support, and buy-in from several college committees and employee groups. Making effective change also takes patience, hard work, and planning based on hard data.

With the economic realities of the nineties from which Harper College is not immune, innovative approaches are needed to insure that the wellness program is improving, justifiable, and serving the needs of its customers.

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Presentation:

Current Harper Wellness Program
        Administration and Administrative Support
        Campus, Wellness Committee
        Programs and Activities
                Employee Wellness
                Wellness Week
                Wellness Diagnostic Check-up
        Wellness Program Benefit Survey
        Student Programming
        Campus Insurance Committee
        Worksite Wellness Council Silver Award

Review of the Research
        Worksite Wellness: Good Health is Good Business
        Presenting the Business Case by Larry Chapman
                Human Capital Rationale
                Economic Rationale

New Initiatives on Campus
        College - Hospital Partnership for Wellness
        Targeting High Risk Behaviors
         Incentives for Lifestyle Change
        Student Wellness Advisors

Questions and Discussion

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IN SEARCH OF THE PRECIOUS COMMODITY TIME:

HOW TO USE AND ABUSE IT

By

Helen Burnstad
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Dr. Helen M. Burnstad, Director of Staff Development, at Johnson County Community College, has been a teacher, department head, division chair, director of training and development and currently is a full time administrator serving all full- and part -time employees (some 2200) at JCCC. Her background includes a B.A. and M.A. from the University of Northern Colorado in speech communication and English and an Ed.D. in higher education administration from the University of Arkansas at Fayetteville.

Helen has been a participant in the National Community College Chair Institute as well as a facilitator for the Institute. She has presented pre-conference workshops and concurrent sessions at each of the previous NCCCA conferences. She is active in the National Council for Staff, Program, and Organizational Development (NCSPOD). Helen is committed to the vital role of chairs and deans in advancing faculty development and student success.

In her spare time, Helen consults, trains, and shares information with community colleges, businesses, and health care organizations on such topics as time management, work behavioral styles, and team building. She likes to travel and read. She enjoys people and laughing!

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In Search of the Precious Commodity TIME: How to use and Abuse It

Time is the great equalizer! We all have the same amount of time -- 24 hours each day, 60 minutes in each hour, 60 seconds in each minute, etc. You cannot save time, stockpile it for later, or recapture the time that you've just "wasted." For all Chairs and Deans, the issue of time management seems to be a primary concern. In this article we will examine what you need to do before you can take control of your time, explore some issues of time management and recommend some strategies for maximizing your precious commodity.

What you need to know

What is the time management culture of your organization? Each organization has a time management culture. Stop and consider what your organization's time management culture is. Are people time conscious? Do they make appointments or just drop in? Are they late for meetings or prompt? Does the organization have a master calendar so you as a chair or dean can plan your deadlines and projects? Do you know from semester to semester when things like schedules, performance reviews, etc. have to be completed? Does anyone seem to care if your time is well used? Is there a culture of crisis? meetings ad nauseam? wasted efforts? An organization that is time conscious tends to be a more productive environment. It also is an organization where employees are not overwhelmed with work leading to stress leading to counterproductive behaviors.

How do you use your time now? While this recommendation may seem impossible because I'm going to ask you to spend time to learn how to use time more effectively, you must determine how you currently use your time. See the time log included in the appendix. Record how you are using your time every half hour every day for a minimum of one week. Many time management writers suggest you do this for 21 days but I can hear you say "But I don't have time to do anything now! How can you expect me to take time to do this?" Just Do It. The record keeping needs to be done by time blocks NOT at the end of the day when you have "forgotten" lots of your interruptions, "quick calls", etc. Record your activities every half hour. It's vital to re-thinking how you use time.

When you've finished the record, take time to analyze it. How are you letting others control your time? Do you have an open door which invites drop in visitors? Interrupt yourself to respond to every ringing telephone or beeping e-mail message?

To what degree do you feel in control of your time? Determine your sense of control. Are you in control of your time or do you let your supervisors, peers, faculty members, your staff control your time? Gaining control seems to be one solution to the time crunch problem.

What are the shortcomings of your current time management system? Determine why you are not in control of your time now. Do you have a good sense of what is most important for you to be spending time on in your job? If you are in a position that requires time in multiple roles, you need to determine what the expectations are for each role. For example, if you are a faculty member serving in a chair position with only 3 hours of re-assigned time, your conflicts are massive! But what your organization is telling you is that you need to spend only the equivalent of 90 clock hours on chair duties. This is hardly enough time to get all the work done so you do need to make the case for more time assigned to you for the position.

Another consideration you want to give to your current time management system is whether the people around you understand that you need help managing your time. Build your team around the initiative to use time more effectively. Provide time management systems for them all and use them. It will take some effort to get organized and concentrated effort to improve the use and avoid the abuse of time by your team.

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What you need to do to take control of your time

Now that you've done your research on how you currently use your time and have determined what some of the current abuses are, you are ready to take action to improve your use of time.

The four quadrant model presented in First Things First is helpful for thinking about the ways you use your time now: The authors present the following model

	Urgent	Not Urgent
	I.	**II.**
Important	Immediately productive activities Problems Crisis Productive meetings Deadlines	Prevention Seizing opportunities Preparation Planning Relationships True re-creation Productive meetings
Not Important	Interruptions, some phone calls Mail, some reports Non-productive meetings Pressing matters Many popular activities	Trivia, busywork Some mail Some phone calls Time wasters Many pleasant activities
	III.	**IV.**

The authors assert that we spend way too much time in quadrants 3 and 4 and not nearly enough in quadrant 2. You need to know what is important to you. Time management is really self management. You are not just your work self; there are many other aspects of your life that you need to work to balance.

Consider as you take the initiative to make changes what you need and/or want to do to devote more time to your family, friends, volunteer work, your home, religion, professional development, etc. Each of us have different aspects of our life we want to balance.

Do a Personal Mission Statement. In First Things First, the authors recommend writing your personal mission statement. Other authors suggest alternative ways of clarifying what you consider most important. One way of doing this is to imagine you are attending your funeral and people are talking about you. What would you want them to be saying about you? Or determine how much longer you have to live (based on a guess of the longevity record of your family) and list all that you would like to accomplish in that time. Or consider how you would spend your time if you knew today that you had one year to live. What would you do differently? Whatever method you select, you'll find this a very difficult task. But again just do it!

Do a Personal Master Plan. Do you have written goals for your life? If not, write some specific goals you want to accomplish. Remember a plan or goal is not one until you have written it down. This will take various levels but your goal is to have a master plan for your life over the next 5 years of your life minimum. Then break that down into annual plans. You'll be developing both work and personal plans as you try to use your time more effectively.

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Determine your MVT - Most Valuable use of your Time now. Mark Sanborn on his audio tape, *Managing Your Time, Energy, & Relationships,* suggests that you ask yourself what the best use of your time is as your plan for your daily tasks. Also be sure that you, and your supervisor, agree on the best use of your time. The same principle is true for you and your supervisees. Are you clear about your mission, your outcomes, and your expectations?

Some strategies for managing your time

You cannot really take control of your time until you understand your work behavioral style. Use one of the popular instruments such as the Personal Profile System from Performax or the Myers-Briggs Type Indicator to help you understand your perceptions of your work style. Then determine what changes you may need to make in your natural tendencies i.e. if you are a perfectionist understand that means that projects are never right until you run out of time. On the other hand if you tend to be more social, understand that you may need to learn to control your natural talkative, gregarious style. Each aspect of work behavioral style carries with it some potentials for abusing the following recommendations for successful use of your time. With that in mind, however, the following suggestions are offered!

1. Take control of how you use time. You may find yourself having to make major changes in how you are using your time. This change will be difficult and will create an uncomfortable environment for your staff members. Involve them in the process.

Consider this information from Personal Journal. "Next time you write a quick memo, consider a quick meeting instead. Studies show that routine memos are written once, and then rewritten 4.2 times. They also show that 54 minutes are spent planning, composing, and editing that memo. Here's the outcome: If an employee earns $35,000 a year ($17.50 per hour), the 54 minutes it takes to write a memo costs $15.75. If the memo is rewritten 4.2 times, that's $81.90. If one memo is a week is written, that's $4,,258.60 per year." So if you are a memo writer, you may want to give that up. A stand up meeting would certainly be more effective.

2. Commuting time - how much time do you currently spend commuting? Can you save yourself time if you leave earlier or later and avoid traffic at both the beginning and end of the day? Chances are such a change would be easy to make. For example, if I go to work at 7 a.m. I have no traffic to contend with and enjoy the most productive hour (7-8 a.m.) of the day.

3. Waiting time - are you spending frustrating time waiting for appointments, for meetings to start or at off-campus activities? Plan for the possibility of waiting time. Prepare a reading file that you carry with you so you are never without productive things to do.

4. Personal time - do you find that you have no time to enjoy yourself? What time do you plan to spend with family and friends? Do you exercise, enjoy hobbies, or even play? Now is the time to take time for those pursuits.

5. Enlist the help of others in your time management. Time management can and should be a team effort. Create the awareness, determine how others can help you and vice verse, train others in time management and you'll do a better time of using not abusing your time. Too often we don't get help because we don't ask for it!

6. Use a system. Adopt one of the various time management systems available on the market. It's not what system you use but that you use one that counts. Also it helps to build team work with time management if the team is using the same time management system. Some popular paper systems include the Franklin Day Planner, Day Timer, Filofax, or Day Runner. Some are joining the age of technology by adopting one of the various systems available. Mayer highly recommends ACT! but there are other systems available such as Access (Franklin system) and calendar programs you might find helpful.

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Even the best computer users still tend to keep a planner. Perhaps because of the easy mobility of it and the ease of access. *USA Today* revealed on Oct. 25, 1995 "When it comes to keeping themselves organized at work, computer users tend to do it the old-fashioned way. Used: Daily Planner (paper) 30%, Memory 27%, "To do" lists 26%, computer programs 8%, electronic organizers 3%, no special way 3% and other 3%.

7. Get organized. If organization is a problem for you, take the time to clean and organize your desk, your office, your briefcase, your computer files. Organization should also be a team effort. If you are working with an administrative assistant or executive secretary, he/she may be able to help you get organized. You both should be able to access any item you need in your office in a very short amount of time. Experts estimate that most of us waste at least one hour per day searching for material we need! Figure that out and it adds up to many days a year. Staying organized is something you'll have to work at. Periodic days to maintain organization may be necessary.

8. Learn to corral the massive amounts of paper that we still generate in this "paperless" society! Share professional reading with colleagues. Ask your assistant to copy the Table of Contents of your favorite journals so you can mark ones you'd like to have copies to put in your "waiting file."

9. Work when you are at your best! Many theorists recommend that you go to work earlier in the morning. Shad Helmstetter in <u>Choices</u> (p. 88) says "...if you get up just one hour earlier each morning you will add the equivalent of over two additional months of productive work days each year." That additional time could be used for other pursuits as well --fun, family, friends, frolic!

10. Renew yourself. Know what is truly re-creating for you. Is it a good book? A conference with your friends? A Caribbean Cruise? Playing golf? What? Each of us must have some activities that are energizing. Your organization gives you vacation time. Take it!

No matter what you do you'll still only have 24 hours each day. You will only get to use each day one time. Determine how to use not abuse your time.

Suggested Resources:

Aslett, Don. <u>Clutter's Last Stand</u>. Cincinnati, OH: Writer's Digest Books, 1984.
<u>Get More Done in Less Time</u>. Videotape. Blackwood, NJ: Communication briefings, 1992.
Mayer, Jeffrey. <u>Time Management for Dummies</u>. Foster City, CA: IDG Books, 1995.
Merrill, Roger, Rebecca Merrill and Stephen Covey. <u>First Things First</u>.
Moskowitz, Robert. <u>How to Organize Your Work and Your Life</u>. New York: Doubleday, 1993
Sanborn, Mark. <u>Managing Your Time, Energy & Relationships</u>. Audiotape set from Career Track, 1995.
Winston, Stephanie. <u>The Organized Executive</u>. New York: Warner Books, 1995.

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INCREASING THE DIVERSITY OF THE FACULTY:

THE (MINORITY) FACULTY INTERNSHIP

By

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Increasing the Diversity of the Faculty: The (Minority) Faculty Internship

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Overview: This year Black Hawk College is supporting its second faculty intern, and it expects to continue to diversify the faculty in part via faculty internships. This second internship is in English (the first was in Counseling). The college has hired a minority student with a bachelor's degree, and this student is working on a Master's Degree for up to three years while teaching part-time at Black Hawk. The intern has also assumed other part-time responsibilities, such as tutoring in the Writing Center. The Intern works under the direction of a Mentor, a full-time faculty member of the Department of English. We believe we have found a viable way to increase the diversity of the faculty and to provide role models for our minority students.

Responsibilities of the Intern: During her first semester at Black Hawk, our intern taught one rhetoric course, with the guidance of her Faculty Mentor. The course was a full-fledged section of English 101 -- a regular class with the routine number of students, a standard text, and the same expectations that pertain to all other sections of English 101. During her second through sixth semesters, the intern will teach two courses per term. We intend to rotate her through the standard sequence of rhetoric courses and also include literature courses in her schedule as she nears the completion of her internship.

The Intern also works in our Writing Center as a tutor and is available to minority students. During the second and third years of the Internship, she will also serve on departmental committees. (She is exempt from service to college committees.)

The Intern is responsible for completing her Master's Degree in English within three years, so she is taking graduate courses on a part-time basis at a university. She is taking two courses per term, plus completing other work during the summer.

Responsibilities of the Mentor: The Intern works closely with a Mentor. During this first year, the Intern and the Mentor are teaching virtually identical sections of English 101 -- they use the same books, syllabi, and teaching techniques. The Mentor is present at virtually all the classes taught by the Intern, and the two do occasional team-teaching. And the Intern occasionally attends classes taught by the Mentor, in order to observe her teaching techniques. The idea is that the Intern has a clear and engaging role model for learning the art of teaching. They meet weekly to discuss teaching, grading, and students.

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The Mentor currently receives a course release for her work with the Intern. Our plan is to rotate other full-time faculty members into the position of Mentor as the Intern branches out into new curricula. Thus, a faculty member with strong interests in developmental curricula will work with the Intern when she teaches developmental courses, and a faculty member with strong interests in literature will do so when she begins teaching our Intro to Literature course. There is strong interest among the full-time faculty in working with the Intern. The course release for Mentoring is negotiable with the Dean, but our plan is that by the third year the Intern will be working with enough independence so as not to need a Mentor who requires a course release.

Special status of the Intern: The Intern has signed a contract with the college and is neither a full-time nor a part-time faculty member. She does receive the same benefits as a full-time faculty member; however, she does not have the same voting rights as a full-time faculty member. She receives approximately 75% of the salary of a beginning Assistant Professor, and the college pays a significant portion of her graduate school tuition, plus some related expenses. The Internship Contract is subject to review at the end of the first and second years, and the college may cancel it. If the Intern withdraws from the contract, she is financially liable for the graduate school tuition that the college has paid, but her salary of course is hers. The full-time faculty union initially expressed reservations about the internship, fearing that it might set a precedent for not hiring new full-time faculty. However, after we made our intentions clear and indicated that internships would be exceptions, not the rule, the union withdrew its skepticism.

At the end of the three-year Internship, the Intern will be eligible to apply for an available full-time position within the department. The college has not guaranteed the availability of the position, but we do expect a position will be available. This will be a competitive process. If the Intern decides not to apply for the position or is offered the position and declines it, the Intern incurs certain financial liabilities.

The Internship thus offers no real savings over a full-time faculty position, and it has never been intended to do so. Nor do we plan to switch from full-time positions to internships. The Internship is intended to be a special and unusual opportunity, both for the Intern and the department that offers it.

Why an Internship? The Internship thus requires a financial commitment from the college and a professional commitment from the faculty. Why not go ahead and hire a full-time faculty member instead?

Both the college and the department have long indicated an interest in hiring minority faculty. The population of our district is relatively homogenous, but decreasingly so, and the percentage of our minority faculty is small. Our traditional methods of recruiting minority faculty have met with limited success. We decided that the pool of qualified minority applicants for English positions is simply too small.

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Many department members are interested in teacher training, and they have seen that the Internship is a chance to combine their interest in the training of teachers with their commitment to diversity. The English Department is also the largest department in the college, so it has the resources -- faculty, curricula, and the Writing Center -- to support an Internship.

The department actually expressed an interest in an Internship nearly four years ago. We wanted to model it loosely on an Internship that our Counseling Department had developed, but we realized that we had to develop a teaching Internship. It took many meetings and spirited discussions to come up with a plan.

Practical concerns played a role too. Our department was "downsized" two years ago, and faculty realized that developing an Internship represented a chance to recover a full-time faculty position. Given our substantial responsibilities for committee work and exit testing, an Internship took on additional advantages.

In sum, there was no emergency, no single catalyst, no single decision that brought about our Internship. The idea evolved over the course of several years, and a variety of factors came together to make it possible. An Internship is not for every college or every department, and it means more work, not less, for faculty. But it is a type of work to which many faculty are attracted and which we believe will reap benefits in the long term.

Recruiting: We utilized both traditional and nontraditional methods in order to recruit for this position. We placed ads in newspapers and sent letters to Chairs of Departments of English at all four-year institutions within 150 miles. We also wrote to Chairs of Departments of English at institutions throughout the country with high percentages of minority students -- Black, Asian, Hispanic, Native American, etc. We also recruited among area high schools, where we hoped we might locate minority instructors interested in college teaching. And we networked among our minority contacts within the community. We did not advertise in the *Chronicle of Higher Education* or other professional journals since we were not interested in graduate students who were already on the job market or who had already made significant progress towards a degree. Nor were we interested in anyone who had already received a Master's degree in English. We were interested in working with a new graduate student who could learn about our students and our curricula.

Conclusion: After years of hard work and refined ideas, we are delighted we now have an English Faculty Intern. The process has been self-educating, and it remains so. It offers significant professional opportunities for members of our department; it is helping meet the needs of our students; and we are hopeful the Internship will succeed in diversifying our faculty and our college.

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INTEGRATING ACADEMIC LEADERSHIP AND TEAM BUILDING IN YOUR DEPARTMENT

By

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Biography

Daniel J. Phelan, Ph.D.

Dr. Phelan is currently the Executive Vice President of Educational and Student Services at Western Nebraska Community College (WNCC) located in Scottsbluff, Nebraska. He served as the Vice President of Educational Services at WNCC from 1993 to 1995. Prior to his appointment at WNCC, he served as the Executive Director of the Business and Industry Institute of Johnson County Community College (JCCC) in Overland Park, Kansas from 1990 to 1993. He has also served at North Iowa Area Community College (NIACC) at Mason City, Iowa and Mount St. Clare College (MSCC) in Clinton, Iowa. He has been involved in higher education for more than 15 years, serving in faculty, administrative, and consulting roles. He has trained and consulted in both business and higher education circles on Strategic Planning, Total Quality Management, Continuous Quality Improvement, Instructional Strategies, Leadership, Employee Training, Adult Education, Contract Training, Management Development, Higher Education, Outcomes Assessment, Community Colleges, and others. In addition, he is a Consultant-Evaluator for the North Central Association of Colleges and Schools, and is the President-Elect of the Council of Universities and Colleges (CUC). He serves on numerous higher education boards and committees. He has published essays and articles on many of these topical areas. Dr. Phelan holds a A.A. in Liberal Arts and a B.A. in Business Administration from Mount St. Clare College, a M.B.A., with an emphasis in finance and marketing, from St. Ambrose University and a Ph.D. in Higher Education Administration from Iowa State University.

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INTEGRATING ACADEMIC LEADERSHIP AND TEAM BUILDING IN YOUR DEPARTMENT

Session Summary:

This fully interactive multimedia presentation will focus on leadership development and team building as two of the most essential tools for a Division Chair or Academic Officer. While both of these practices/skills are not new, they are often woefully neglected, misunderstood, misused, or unused. This is unfortunate, because without them, the Division Chair or Academic Officer is at risk! Come and explore some practical and common sense tactics for integrating both of these tools into your daily activities. As a result, you will find that you are able to increase your productivity, enhance divisional relationships and provide a vehicle for others in your department to grow!

Leadership First...

Division chairs and other academic administrators must develop skills that promote change. They must, that is, alter their leadership style so as to accomplish much through others.

If you haven't figured it out by now, you are a leader - or you are in the wrong job! You are, at different times, guide and follower, visionary and present-time oriented, colleague and conductor, pioneer and settler, leader and servant, coach and player. Others are counting on you to fulfill each of these roles. The most critical of all of these roles however, is your role as leader - it is the singular role that binds the rest together!

To be effective though, you will need to be considerate of others, flexible, open-minded, responsive, future-oriented, able to negotiate, manage time well, be physically and emotional fit, keep your ego in check, and be an excellent listener. You will need to develop these skills to accomplish future goals through others . . . as teams.

"A leader's vision is an imperfect moving target. And it should be. To preserve the best of what a [college] can accomplish, leaders have to change with the times. That's certain."

- Rosabeth Moss Kanter

What About This "Change" Thing...

Tom Peters, Joel A. Barker, Beth Kanter, Ken Blanchard, Morris Massey, Peter Senge, and countless others have told us that one thing is certain: change. To be sure, leadership is about affecting change so as to create, support, engender, and foster a growing, dynamic, and well-intentioned division or department.

To be sure, change is all around us. Indeed, the pace of change is accelerating dramatically. We make every attempt to deal with it, yet the fear of change is stressful to us. As department and division chairs, we see our faculty and staff fall back on old associations and ways of doing things, when life was less complicated and seemingly more carefree. Still, others try to ignore change. As division chairs, how can we learn to help others welcome change as an opportunity for advancement instead of just coping?

Critical first steps include opening up lines of communication. We must break down barriers between offices, divisions, and departments. In addition we need to put an end to the "this is the way we've always done before" argument. This will require that we get faculty and staff highly involved in assuming new responsibilities if we're going to create and maintain an academic unit prepared for the next decade.

To be effective academic leaders and to prepare for the new decade, we must become what Beth Kanter calls "Change Masters." Becoming a high performance team (i.e. department or division) will require that we seek to overcome departmental/organizational inertia. We must critically examine our bureaucratic systems and red tape, outdated cultures, leadership styles, management styles, and reward systems that do not work.

Clearly, to deal effectively with change, a comprehensive strategy is necessary to provide a new vision and direction. New processes are needed to provide effective methods of operating our departments. Our efforts must be to provide understanding to replace fear. Only with understanding we can begin to see the benefits that come from change. To that end, understanding can be facilitated through the team building process.

Team Building Revisited...

The idea of teams is not new - it has existed for many years in various forms and disciplines - in the military, athletics, forensics, training, government, volunteerism and so on. The notion of teams gains renewed interest now and again, with the most recent "rebirth" focusing on Total Quality Management, global preparedness, and the decaying social distances between "supervisor" and "supervisee."

It is believed that the implementation of a team yields a synergy not otherwise achievable through individuals acting independently. Essentially, teams (effective ones) strive to improve overall performance and production/output, increase the level of cooperation and morale, improve interpersonal dynamics, reduce conflict, and successfully achieve planned goals.

However, with the rampant reorganization, restructuring, program reviews, calls for accountability, and limited availability of resources that we are now facing in higher education, teams face increasing challenges. Due to these and other external pressures, teams are experiencing stress. This stress affects productivity, efficiency, creativity, and promotes a "motivated self-interest" mentality that has a negative effect on the team and its work.

So how does a division chair and/or academic leader deal with all of this? Should a division chair and/or academic leader continue to promote the team concept? What can a division chair and/or academic leader do to ensure that he/she has an effective team? As with anything that is successful, the division chair and/or academic leader must be committed to making the team concept work. To be sure, the task will be difficult, with many challenges along the way.

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Team Building:

Before deciding how to set about the task of building a team, consider first the following working definition:

> *A team is a small group (a division, department, etc.) who share responsibility for carrying out a project, initiative, or other task. The team has within it the authority plus technical, interpersonal, and managerial skills to make the decisions about how the work should be done. Team members plan, perform, control, and ultimately evaluate their work.*

Journals, textbooks, and leadership institutes are replete with information about teams and their effectiveness. Consider the following myths that abound:

- ▸ People cannot work without supervision.
- ▸ Teams cannot manage themselves because one individual will assume leadership.
- ▸ Only division chairs have the knowledge, training, and experience to understand the needs of the team and the college.
- ▸ Teams work fine in business/industry but cannot be applied to higher education.

However, these myths, or challenges, of teams and teamwork, should be balanced with the following proven team benefits . . .

- ✓ Faculty have workable social structures and can supervise themselves.
- ✓ Projects are accomplished with faster response time.
- ✓ More knowledgeable and experienced faculty result from the experience.
- ✓ Greater pride in the faculty's role in the department is achieved.
- ✓ Faculty can hold themselves accountable and each other accountable.
- ✓ Faculty adjust to meet to the needs of the task.
- ✓ Faculty learn a variety of tasks and rotate through tasks continually.

One can assume that the preceding comments were made by thoughtful, experienced, knowledgeable people. So what were the key differentiators between negatively stated myths and the positive outcomes? Teams and team building require a few, critical, minimums. Among them (not necessarily in order):

❶ Start at the Top and with Commitment
❷ Trust
❸ Agreed-upon Ground Rules
❹ Continuous Team Training
❺ Shared and Rotated Division Duties
❻ Goal and Objective Setting
❼ Regular Team Meetings
❽ On-going Feedback/Performance Evaluation
❾ Supervisor Role Change to Facilitator
❿ Fun!

If you cannot commit to these ten core requirements for the long haul, it is better not begin the process at all. It is far better to never begin than to start and stop. The net effect would be to "break faith" with your faculty. The effort will be judged "just another passing fad" and the next time you undertake a division development plan, you will never pull it off. One final point on this subject: To break up a team is far more serious than firing an individual, especially after successes begin to build.

Give team building time. Teams require, on the average, 2-4 years to mature and become effective. The speed at which teams mature is closely related to how well the division chair/administrator understands and uses the principles of team work. It is important that the division chair/administrator must carefully consider the development of the team in every management decision. Major productivity gains will come after a time, with leadership, good coaching, and patience of the division chair and/or academic administrator.

Leader/Coach Profile:

Your faculty and/or staff are, more than likely, unable to read your mind and can only go by what they see you do. You may be asking yourself if you are up to the task - whether you should try to implement this process - whether you have the skills. Therefore, it is important to consider how well you are currently practicing the principles of effective department leadership and team building. The following profile may help you analyze and assess your current approaches.

Enlightened leaders/coaches are committed to their personal development of each of these competencies. Spend a few moments now to critically examine your expertise and ways you can develop these competencies further. Questions are associated with each to prompt your thinking:

1. Script Avoidance - How can I be more aware of, and eliminate, the scripts that I have written for others and for myself?
    Goals ↦

2. Communication - When I communicate with others, do I listen to them carefully or is my mind cluttered with other details? Do I race ahead and jump to conclusions?
    Goals ↦

3. Coach - How do I support my faculty/staff? Do I encourage them or do I criticize?
    Goals ↦

4. Innovation - How open am I to new ideas or someone else's approach to a problem? Am I content with the status quo?
    Goals ↦

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5. <u>Confidence</u> - How confident am I in myself; in my abilities and talents? ... in others?
   <u>Goals</u> ↦

6. <u>Delegation</u> - Do I have difficulty in passing an assignment to others with full authority and responsibility? Must I do everything myself if I want it done right?
   <u>Goals</u> ↦

7. <u>Empathy</u> - How well do I really understand others? Do I know what they enjoy? What concerns them? What is important to them? Have I taken time to find out?
   <u>Goals</u> ↦

8. <u>Builder of People</u> - Have I contemplated how I can help my faculty/staff become better? ...give them opportunities to grow? ....develop?
   <u>Goals</u> ↦

9. <u>Integration</u> - How have I combined all the necessary leadership/coaching skills to be effective? ...Are they in balance? ...Are they appropriate?
   <u>Goals</u> ↦

10. <u>Trust</u> - Do I believe in the best of others? Do I share information to help others?
    <u>Goals</u> ↦

11. <u>Concern for Others</u> - How much do I care about my faculty/staff?
    <u>Goals</u> ↦

12. <u>Personal Leadership</u> - Have I discovered that I can only be a leader/coach for others after I have become a leader/coach for myself?
    <u>Goals</u> ↦

(Adapted from: Manning, G. & Curtis, K. (1988). *Leadership.* Cincinnati: Southwestern Publishing Company. pp. 45-49.)

<u>Summary</u>:

The true effectiveness of academic leadership and team building is demonstrated in the rhythm of faculty/staff working together. Teams, for the most part, are effective, efficient, and fun. In each, the whole (i.e., the team) is greater than the sum of its parts (i.e., faculty acting in isolate.) The intended outcomes tend to go beyond original expectations. Leadership is an important force for your division, developer of people, and it helps to unify and extend the team, as well as the individual faculty member.

None of the aforementioned statements or questions are new to us. After reading them, they make sense to us. Over time though, we need reminding about their inherent value and we need to recommit to their implementation. Pressures of the day and increasing workloads often force us back into "individual" thinking. It is exactly then that we should not revert to the "old ways," but stay true to the course of academic leadership and team building. Good luck!

INTERNATIONALIZING THE CURRICULUM:

A CASE STUDY IN THE BUSINESS DIVISION

By

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Biographical Sketch:

M. Dee Warzyn has worked for the college since 1991 as a part-time instructor in the Business Division teaching computer programs. She has coordinated the Continuing Education Department since 1995. Prior to working with WCTC, she obtained a varied work background including: inside sales, office manager, area manager and restaurant trainer. She has a Bachelors in Business Administration from University Wisconsin-Eau Claire and Marketing and Business Education Certificates from University Wisconsin-Whitewater. She is currently studying for a Masters in Curriculum and Instruction

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What is Internationalizing the Curriculum? In its broadest sense it means integrating international culture's processes to an educational setting. Bringing into each classroom, in the course of the semester, the realization that there is more to the business world than just the United States. In the business world there is an international market, financial conversion implications, as well as different languages to be spoken in the core of business. Students need to be exposed to the global perspective throughout a program. With the opening of new markets and the explosion of the Internet, (two catalysts among many), virtually everyone can compete in business.

Internationalizing the curriculum at most institutions will have multiple steps. The institution must recognize the need and then plan for the implementation.

The International/Intercultural Policy adopted by the College states it must provide "educational programs and technical assistance to serve area employers who have export or imports as part of their product mix and to develop within students a knowledge and understanding of the international marketplace through infusing an international dimension into present educational programs."

In 1984, at Waukesha County Technical College (WCTC), the college formed the Trade Center and established the International Trade Associate degree. The formation of the International Trade Division began assisting business with international trade, marketing, developing technicians with international skills, and understanding international practices for import and export. These practices are continued with today.

Another reason for the formation of the International Trade Division was the economy of the world was becoming more intertwined, and it was more apparent to all businesses. The need to be able to trade, compete and work with other businesses around the globe was apparent.

To begin to internationalize the curriculum, vision at the top of the college's administration was critical to the involvement of the faculty and division administration. Both the President of the College as well as the Dean of the Business Division were committed to the importance of internationalizing the curriculum.

Once the vision was clear at the top, internationalizing the curriculum began with the International Trade Division writing for and receiving two grants from the federal government for a total of $320,000. The grants were US Department of Education; Business and International Education, Title VI-B, and each was two years in length, running consecutively. The grants commenced in 1992 and ended in 1996.

Upon successfully receiving the grants, a grant facilitator was hired. Strategies were then put in place to begin to implement the internationalization. The first was to send resistant decision makers on international experiences. First hand experience helped convey the necessity and benefits of internationalizing the curriculum. The grants also covered travel money and conference enrollments for instructors and administrators, and stipend money for curriculum writing. The grant facilitator conducted individual interviews with faculty and administrators and put notices out for all faculty to read. The facilitator also attended department meetings, made announcements at staff/instructor inservices, wrote memos, had past participants give presentations on their trips to others in the school, and composed newsletters. The newsletter has been particularly well received and continues today.

Another strategy employed was to bring in businesses to discuss their needs and problems with international trade and how the current programs and processes were not supplying the workers with the skill levels they required. Having businesses voice their needs was beneficial for faculty and administrators to hear, which brought the necessity much closer into view.

Faculty began traveling under the grants. Two instructors in Marketing, one in Financial Planning, and one in Office Systems visited South Africa, Hungary, Russia, and Germany. Three associate deans traveled to Russia, Hungary and Brazil. Thirteen other instructors in the Business Division did not travel, but received stipend for curriculum. Each writer received approximately $700. All faculty in the departments where international curriculum was written use the new curriculum. All students and instructors benefit from the experience and gain additional knowledge of a global perspective. Curriculum was written for a total of 17 different subject areas.

In addition, (outside the grants), the International Trade Division has developed export training videos and catalogs for other institutions and businesses to purchase for their own use. These videos detail steps and processes for international trade as well as international transportation, marketing, export documentation, sales negotiation, and overseas business etiquette

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As the college became more in tune with the international experience need, other country's were invited to send their students, faculty and administrators to the United States. Countries participating included Germany, Scotland and Denmark. One college-wide goal under discussion is to develop an exchange program for the students in compatible or similar programs a chance to travel and experience an international project as part of their learning experience. Two students from Denmark were able to visit and work in US companies. One student completed a project at Ameritech and the other at Waukesha County Department of Administration. They were able to work on a supervised project in computer programming, enhancing their understanding of their subject area as well seeing it in the global arena.

Groups from other countries have come to visit the State's technical college system. Four administrators and a Board member from Scotland and 16 faculty and administrators from Germany have all visited so far. Faculty and administrators in this country and abroad, compared and contrasted: curriculum, learning objectives, student assessment, program processes, and student and faculty facilities. One Board member visiting this country was very interested in comparing WCTC's implementation of the Carver method for the College's Board of Governors. His college was also implementing the Carver method.

Another program implemented statewide was the Summer Institute to internationalize the curriculum for all state technical schools. Held for the first time the summer of 1996, the program attracted 200 people. The three day program addressed how programs can incorporate the global perspective and reported on what others were doing to internationalize the curriculum. Also a state wide DACUM (Develop A CUrriculuM) was conducted for technical colleges to identify international competencies for technical college graduates from any program.

The grants were a success; the goals of 17 curriculum projects and sending seven people traveling abroad were both achieved. All instructors are able to bring more into classroom by using the internationalized curriculum. Also, the college was better prepared to assist with several companies in the international market through better prepared graduates as well as videos, and contract training.

The next step to be taken at WCTC includes continuing on with the faculty awareness and need for international curriculum across the college, not just the Business Division. A new initiative includes writing for another grant to focus on more cultural and language activities across the College.

WCTC will continue with the international newsletter, export training program for business, broadening/developing international market research

program (targeting markets), learning about foreign markets, and regulations. Another area of continued focus is the exchange program for students in Associate Degree programs.

Internationalizing the curriculum has benefited the College by providing lifetime experiences with a global perspective. The College and the community will both continue to receive returns on this investment with the increased understanding of the diversity and qualities of the other cultures of the world.

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LAUGHING YOUR WAY TO LIFELONG LEARNING

By

Cindy Peissig
Dean, Instruction Design & Innovation Center
and
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.. A C A D E M Y

BIOGRAPHICAL SKETCH

Cindy Peissig

Education	University of Wisconsin-Madison Doctor of Philosophy-Continuing and Adult Vocational Education/ Educational Administration Expected graduation date: December 1998 (at present ABD completed)
Position	Dean of Instruction Design and Innovation Center Lakeshore Technical College, Cleveland, Wisconsin Responsibilities: Provide leadership for faculty and curriculum development/innovation
Instructional Experience	Economic development: instructor, 8/91 to 5/96 (customized training for local industries) General Education instructor, 1/90 to 5/96 (postsecondary communication skills)
Professional Development, 1996	Wisconsin Leadership Development Institute with Maricopa Community College Chair Academy, professional certification, 8/96 ACCEL IT! (Accelerated Teaching Methodologies), certification, 9/96 DACUM certification Wisconsin Instructional Design Training Applied Academics, Silver Lake College Internet Course Design Training

Beth Raffaelli

Education	University of Wisconsin-Milwaukee, Masters in Adult and Continuing Education, Administrative Leadership, and Supervision in Education
Position	Institutional Services Manager Lakeshore Technical College, Cleveland, Wisconsin Responsibilities: Provide leadership to various areas of the college, including Telecommunications, help desk, central support, employee orientation and training, research and identifying various technology, and making recommendations on implementation for the college
Professional Development, 1996	Wisconsin Leadership Development Institute with Maricopa Community College Chair Academy, professional certification, 8/96 ACCEL IT! (Accelerated Teaching Methodologies), certification, 9/96 Group Systems Software certification, 7/96 Seven Habits of Highly Effective People, Covey institute Facilitator Certification, 7/96 First Things First, Covey Institute Facilitator Certification, 9/96 Consensus Negotiation Training, 10/96 On Track for Training certification, 11/96

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LAUGHING YOUR WAY TO LIFELONG LEARNING

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Have you ever tried multi-tasking ? Multi-tasking is trying to do several activities simultaneously, a phenomena related to continuing one's education while maintaining a family-life, career, and a household. For example, you're reading your graduate text while doing laundry and baking Christmas cookies. An hour later, you discover --after putting the 6th pan of cookies in the oven-- that the yellow aerosol can you were using and thought was Pam was really Easy-off? And, that the odd smell emanating through the house was coming from your dryer --because you ripped off a sheet of fabric softener, put it atop the dryer and put the entire box of Bounce in the dryer. You could throw up your hands in despair at times like these, but it is far better to learn to laugh and laugh to learn!

If you're thinking about returning to school for those certification credits, another degree, or if you're already immersed in continuing your education, we think you'll enjoy looking at how we choose to cope with these stressful times in our lives. The alternative is a lifelong membership to the National Association for the Humor Impaired (NAHI) . They seek out chronic grouches and although we advocate professional memberships, the NAHI isn't on the recommended list!

Recent research on the importance of playfulness and humor has found a link among intelligence, social skills, and humor (Paulson, 1989). In our ever-changing world, we need to be open to "fooling around" with ideas to explore new mental connections; graduate school certainly demands that kind of synthesis. Playfulness and humor help develop flexible thinking.
Again, we posit that being enrolled in graduate school demands flexible thinking in all phases of your life: home, career, and academe! Humor is a brainteaser that can stir us new perspectives; so instead of being red-faced about a fax paus, put a new twist on the scenario! You really meant to leave that paper lining in the purchased pie crust that you just baked pumpkin pie in; we all know the value of fiber in the diet! Or, was it part of that qualitative experiment to see how educated guests handle uncomfortable social situations --a sort of Candid Camera take-off of academicians!

The process of lifelong learning inevitably starts with selecting that institution of higher learning from which to procure knowledge and pour forth tuition. There are endless resources to help guide you to the proper institution. Rumor has it that Leona Helmsley is more than gracious in steering those individuals interested in tax preparation to a reputable institution. And of course once decided, theres that essay all institutions require of graduate students to help pair them with the proper advisor. Having both been through that process we can give thoughtful advice on the kinds of activities that you would be prudent to mention --I am an abstract artist, a concrete analyst, and a ruthless bookie. We can also share tips of writing good! Such as complete sentences. And, dont be redundant; dont use more words than necessary; its highly superfluous!

Once admitted to the school of your choice, you need to understand the chain of command. The Dean may think she or he gives policy to God, but it is the department secretary that IS GOD, so buy him or her gift for every season and occasion if you really want to know how to reach your professor or committee members. Humor is not to be overlooked in taking notes either. Your classmate gives an oral report stating that the puissance of hydrochloric acid is incontestable; however, the corrosive residue is inharmonious with metallic persistence . . . and you write,
Hydrochloric acid eats the hell out of steel! Youll giggle and youll remember the crux of the information.

Another fun activity that fits with having a new perspective on things is how you handle yourself with the professor. They are real people too; they put one leg of their pants on at a time just like you do. So, the next time you are the recipient of the course syllabus, take it home, correct it, give it a grade, and return it to your professor for extra credit. Youre certain to strike up a conversation over this one!

Now, as adults we all know the paralysis of procrastination. Its our recommendation to buy a case of Jolt for those weekends prior to the paper and oral report you need to do for 50%of your course grade. And if the Jolt fails you, theres always the Universal Grade Change Form that you might submit to test the humor quotient of the professor.

For those of you embarking on writing your thesis or dissertation, you also need to keep your sense of humor in the foreground. You first off need to choose a major that does not involve known facts or right answers. Secondly, you need to keep a flipchart in your household (for submission to David Letterman for prize money to pay your next tuition bill) with a running record of the Top Ten Lies Told by Graduate Students. Some of our favorites are:

> My work has a lot of practical importance . . .
> I just have one more book to read and then Ill start writing . . .
> Ill be finished with this degree in two years, really . . .

Thirdly, you need to keep a second flip chart list for your own mental health so you learn to laugh at your life. It should be titled, You know youre a graduate student if . . . and include entries like:

The concept of free time scares you . . . .
Youve ever brought books on vacation and actually studied . . .
You find yourself citing sources in conversation. . .

Another fun activity that helps develop rapport with classmates is a group project identifying special high intensity teaching or a lively discussion of the real meanings of college degrees.

In an effort to avoid multi-tasking all the time, weve developed a graduate school form letter that can be keyed onto your laptop and then all you need do when its time to correspond with your parents, siblings, spouse, or significant other while youre engrossed in summer school is check the appropriate boxes. You can make multiple choice options for your classes, the campus, the bookstore, the library, or whatever your graduate experience routinely involves.

Another helpful handout is one entitled, What Not to Say or Do at Your Thesis Defense. In capsule form, two suggestions would be not to sell t-shirts to recoup the costs of copying and binding your paper and not to rent a billboard on the highway proclaiming, Thanks for passing me Professors X, Y, and Z before the defense. Another astute observation weve made is not to respond to the committees question with, I don know -I didnt write that part.

Indeed, laughing your way to lifelong leaning is about taking your education seriously and yourself lightly. To be successful in continuing education endeavors, you need to have self-confidence; one of the key indicators of self confidence is the ability to laugh at oneself. And since your life in continuing education or as a graduate student is in a perpetual state of chaos and flux, you can make humor work for you to: improve your creativity

> lower your blood pressure
> release anxiety
> revive your energy level
> assist your creativity

There are those persons and organizations that will tell you to take care of yourself with a rigid diet and exercise program. We agree with Dr. Humor (Bestul, 1996) that instead of getting up at the crack of dawn for as jog, wake up, have as good belly laugh, and go back to bed! (p. 34).
Paul Scheele, expert on accelerated learning methodologies will tell you if you learn to unwind, have fun and relax, you actually learn more in less time AND the knowledge stays with you. He insists his classes call their materials play books (as opposed to work books).

So, look for opportunities to provide yourself with comic relief. Keep as file of witticism, jokes, and cartoons. Keep a stash of props that will make you giggle. Keep track of lines you can life or urgency breakers ; remember, the crisis of today is the boring history of tomorrow. Make faces in the mirror if you have to. Repeat after me, hee hee ha ha ho ho, hee hee, ha ha ho ho until the words are indistinguishable and you have tears of laughter brimming in your eyes. Remember, it only hurts when you dont laugh!

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LEAD, DON'T MANAGE

By

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ACADEMY

BIOGRAPHICAL SKETCH

William (Bill) Denardo

BA in Education - University of Minnesota
MS in Adminstration/Supervision - Western Michigan University

Bill has been a high school teacher in Kalamazoo, Michigan, faculty member at Delta Community College in Michigan, and Training Specialist and Engineering Training Manager for Dow Chemical Company. He is currently the Technology Careers Department Chairperson at Lansing Community College.

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Is there a difference between managers and leaders? Yes! At whatever organizational level, from giant corporation to our college campuses, managers abound but leaders are at a premium.

Webster's Dictionary defines a manager as "a person who directs" and to manage is to "alter by manipulation, to control and direct." Webster's also defines a leader as "guiding someone, serving and enabling." Others define managers as a person who "plans, organizes, controls and directs." Some refer to leaders as to "catalyze, stretch, enhance and empower people." They provide transcendent goals and create motivational climates. Mangers are said to push and direct. Leaders expect and motivate. Leaders are exhilarated by identifying and enhancing their team's strength. Leadership is not a self-serving enterprise.

The success of our community colleges will surely depend on funding but more importantly on our people, primarily faculty and support staff (not necessarily in that order.) How we lead these people is our challenge. We need to focus on our people and what they are about. We have to enable the people we work with to do and be the best they can be. Their sense of worth will gain as their contributions are accepted and used. I had a supervisor who told us that he was the smartest person in our division and did not want nor need our input. You can imagine what that did to our sense of worth. Our success in the future will depend on our ability to tap the collective wisdom and talents of all of our employees. The former (and lingering) "management" style in a bureaucracy is its own worst enemy. It inhibits people from doing their jobs and stifles ideas that relate directly to our students. Managing people and what they do hinders innovation and discourages people from making or suggesting changes that could improve their programs or in serving our students.

When "managers" realize that a lot of our success in the future will depend on decisions made by faculty and staff who are closer to the problems, managers will become "leaders" who will be more effective in guiding their team in a productive way. This new style may not be an easy transition for all managers. These managers will have to work at it. Many will not give up the control they once had. Now these managers will have to be a leader, a facilitator, and an enabler. Emphasis will be on the ideas, big and small, that people anywhere in the organization have about what they are doing and how they can do it better. Within most colleges, employees are trying to work together at all levels and share their ideas and solutions to short and long term goals. It is and will be a struggle, we are not there yet. What hinders our progress is the lack of clear objectives, a vision, and old style manager remnants.

A true leader does not feel they need to look over people's shoulders. Instead they coach, motivate, mentor, and remove barriers for those who work with

them. As a leader one should help people see the consequences of staying where they are and get them to believe that you are leading them to a better place, one that will allow them to use all their skills and add value to what they are about. Your challenge is to find ways to do that. This is a sharp contrast to the traditional hierarchial management view that people are not to be trusted or that they are naturally lazy. . A leader has to feel that people can be trusted and are not lazy; that they want what we all want, to make a contribution and feel a greater sense of worth.

Some respected leaders have shared their ideas of what works for them. One suggested, " I lead by example, by working as hard or harder than anyone else. I also have to be out with faculty and staff, listening to them and understanding their problems. As a leader I have to set expectations for our department, energize people around goals, and give those I work with, the assurance that I support them. I stress that our department's success relies on their ideas."

Another leader volunteered "you have to have a lot of discussions with faculty and staff so that they understand you treat them as equals and that you exist to help them when requested."

As a leader one must have to be open to new ideas, participate in teamwork, and lead teams to improve the way we've done things in the past. We need an atmosphere of openness and respect; real leaders have high expectations for themselves and the people they lead.

All well and good. Now why do some managers fail to lead? Here are a few reasons:

- Some may be uncomfortable with the loss of control. They see it as a sign of weakness. Many have worked years to gain control over others.

- Many function best as an individual decision maker or they need the total focus of their bosses attention/praise. They do not like to share the spotlight.

- They are oblivious to their subordinate's needs and feel they are too busy to find out where they need support.

- Some fail to model team behavior.

- Some may have an inappropriate style.

- Others

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There are many ways to accomplish a good leadership style. Some of these ways are:

- Use positive reinforcement.

- Ask people what problems, concerns, and questions they have and how you can help them.

- Ask for input prior to decision making. This takes longer but most of the time it will encourage "buy in" and give your team a sense of worth.

- Provide information and feedback in a timely manner.

- Treat people with respect.

I was told once when moving to a new leadership responsibility, "Just because you put a white shirt on and wear a tie doe not mean we have to respect you; you have to earn it!" What a welcome! It takes years to gain "respect" and only a moment to lose it. It may take a seemingly long time for each of us to be a true leader but I assure you it is a worthy goal.

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LEADERSHIP FROM AFAR:

DISTANCE EDUCATION AND THE LEADERSHIP ROLES OF THOSE INVOLVED

By

Antonio Re
Dental Hygiene Instructor
Western Wiscomsin Technical College
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ACADEMY

Biographical sketch for **Antonio Re,** presenter of concurrent session:

Leadership from Afar:
Distance education and the
Leadership Roles of those Involved

Antonio is the program director of the dental hygiene in La Crosse, Wisconsin. He has held that position since August of 1994. Antonio is also a liaison faculty with the Multidistrict Dental hygiene program. (He will brief you on the Multidistrict program). Antonio is currently part of the Wisconsin Leadership Development Institute which promotes the development of educational leaders within the Wisconsin Technical College System.

Antonio studied dental hygiene at Erie Community College in Buffalo, N.Y . where he earned his Associate Degree in Applied Science. Antonio later attended the University of Buffalo and earned his Baccalaureate teaching degree in 1990, before moving to Wisconsin to complete his graduate studies at the University of Wisconsin-Madison.

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Interactive Television, one of a number of distance education systems, delivers instruction through the use of interactive classrooms. A teacher may be 150 miles from a distance learning site, yet instruction and learning are taking place. Shrinking resources and customer demand on public institutions for greater educational accessibility and availability are forcing paradigm shifts in the way instruction is transmitted and delivered. In the state of Wisconsin, the Multidistrict Dental Hygiene Program, a national model for **distance education** and **program sharing**, delivers dental hygiene education through a network of interactive classrooms connected by fiber optics across the state.

Distance education is rapidly becoming an alternative method of delivering educational programs in less urban or sparsely populated areas of the state where an educational need exists, but financial concerns or other factors block its implementation. Distance education is becoming a reality because the technology which drives it, is also improving. As this technology is incorporated in program sharing concepts, it makes possible the delivery of instruction to areas previously under served. In large urban areas this technological phenomena may not be as important. Yet, linking multi campuses and satellite facilities through interactive classrooms increases classroom availability to students, as well as enhancing a college's ability to serve the community.

Two of the key elements in the distance education equation are the changing market place and dwindling resources. Adult learners returning to school are looking to the educational institutions as business, and are demanding that the products these institutions offer become more user friendly. Distance classes are just one initiative under way to improve access, and to deliver a needed service. Moreover, the dwindling resources that threaten all public institutions nationwide are forcing educators to explore alternative methods of doing more with less. It should be clearly stated, however, that doing more with less does not mean compromising standards or lowering learner outcomes.

In the State of Wisconsin, distance education is an established part of the Wisconsin Technical College System's endeavor to fulfill its mission statement of delivering high quality education to all citizens. This initiative was substantiated when the technical college system formed a consortium with the university system and created a distance education network called WONDER (Wisconsin Overlay Network [for] Distance Education [and] Research). This Network has given both the university and technical college systems an alternative means of delivering education in a rapidly changing society. In Wisconsin, program sharing through interactive television is currently being advanced by health occupations. However, other programs are also sharing curriculums by utilizing the distance initiative. Indeed, program sharing through distance may be achieved by most instructional areas, provided that some fundamental building blocks are in place. Among these are leadership and vision. They stand in the foreground because effective guidance and vision are needed for any distance education initiative.

An example of an innovative educational model is the Multidistrict Dental Hygiene program that links together four distinct districts in the State of Wisconsin. The dental hygiene program originates from NorthCentral Technical College (NTC), in Wausau, Wisconsin. In 1990, NTC began exploring how it could better serve the larger state community by sharing its faculty and resources with other districts in the state. After

an initial exploration, including a need assessment survey by the cooperating districts, and consultation with leaders, three districts identified their willingness to participate in this project. The NTC dental hygiene program began offering its courses to two districts in 1993. And in 1994, another district joined the distance initiative, and the program now consists of four technical colleges with 20 faculty members, and a total of 58 students, throughout the Multidistrict community.

Distance education is dynamic, and program sharing is a fundamentally sound method for delivering instruction, increasing student enrollment, and helping communities obtain trained individuals to fill professional jobs. In La Crosse Wisconsin, a community of 52,000, Western Wisconsin Technical College (WWTC) identified the need to train dental hygienists locally because a severe shortage existed. Dentists could anticipate waiting anywhere from 6 months to 2 years before filling a dental hygiene vacancy. This resulted in lost revenue and lengthy waiting periods for routine maintenance visits by patients. Training dental hygienists locally with a traditional dental hygiene program was not an option for WWTC because of the high cost of dental hygiene education. However, through program sharing the cost of running the program was significantly reduced, and a plan was adopted to import education through the airwaves. This allowed the Western Wisconsin area to train dental hygienist locally as part of the Mutidistrict concept.

Program sharing through distance education made possible the implementation of a highly complex program with strict accrediting requirements. The Multidistrict dental hygiene program delivers high quality instruction and excellent graduates. The graduating statistics testify to overall academic achievement of the students. Last year alone the program boasted a 90% passing rate for the national written exam, and 90% passing rate in the practical regional exam. These numbers testify that distance education does not compromise standards, and that complex programs may be shared without loss of quality.

Naturally, there are skeptics who do not like the notion of distance education. For many, education is still taught with instructors lecturing to students using the same pedagogical paradigms they learned from. It is generally agreed that no machine can ever replace the human element and the need for the socialization process which occurs during learning. Distance education therefore does not completely replace on-site instructors. Cooperating districts hire their own faculty to deliver those segments of a course or laboratory which are better taught one on one. Didactic or theory classes are taught over interactive television (ITV) in a lecture format. This allows the nerve center of the program, (NTC) or originating site, to deliver their established curriculum. All of the lectures originate through ITV and allow a classroom of 58 students to interact with each other across the state.

In program sharing, cooperating districts teach the laboratory segments of a given class. These faculty members must be well trained and thoroughly understand the curriculum which they are asked to teach. Therefore adequate time for curriculum preparation must be allowed. Faculty calibration will also have to occur to ensure that the curriculum remains homogeneous. Moreover, adequate time may be needed by the cooperating districts to review, analyze, and assemble materials for instructional delivery. All of the above factors (and many more) need to be considered before program sharing

through distance education may occur, in order to avoid problems; such factors require. planning, insight, vision, and tenacity to pull together and put in place.

The importance of liaison faculty at the cooperating districts must not be under estimated. These professors become the human link in what may appear to be a mechanical classroom and learning experience. Liaison faculty play an enormous role in the delivery of the curriculum. The instructor spends all of his/her teaching hours with the students and delivers the critical hands on information needed to successfully pass the course and succeed in the program. Laboratories in occupational/professional fields are extremely important because they teach the psychomotor skills which students need prior to entering the work force.

Leadership is one of the elements which contributes substantially in this innovative project. Institutional leaders, division deans, chairs, and program directors all need to be part of a team which will facilitate implementation of the program. Leadership may have to come from afar to direct and problem solve situations, crises, and logistical matters as they arise in the process of program sharing.

Having a plan is one of the keys which will guarantee success. Transformational leaders are encouraged to use the *plan, do, act, check* (**PDCA**)[1] model to ensure that variables are covered for a sound educational environment. Pre-planning in any endeavor is extremely important in order to maximize potential and minimize waste. **PDCA** is not only essential in the early planning stages of program sharing, but also remains essential in an ongoing total quality control effort. Quality is a critical factor in distance education, especially for those programs governed by a licensure process and national accrediting requirements.

A carefully constructed *plan* will meet inevitable obstacles in an arena where little information is available and new ground is being forged. Therefore, *do[ing], check[ing]* and *act[ing],* on a course of action will be essential in successfully implementing a distance education program.

The model is illustrated by the following diagram:
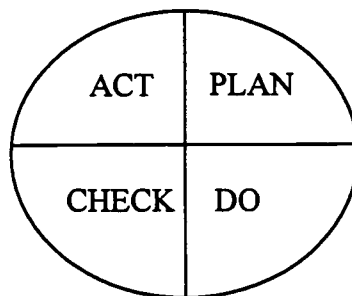
The *Plan* collects data and determines the actions to be taken. Collecting data in this case may be as simple as checking what distance capabilities are already in place in an institution, or what equipment must be purchased to upgrade a system. Or it may be as

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[1] Joiner, B. (1994). *Fourth Generation Management.* New York: Mcgraw Hill

complex as what is the best technology to use to deliver distance classes, etc. Each plan will have its own unique characteristics.

The *do* quadrant refers to considering possible alternatives or solutions which may be needed, based on the information derived from the plan. Moreover, the *do* implements some of the solutions of the plan. For instance, if a plan calls for exploring new technology, then "doing" means considering the technical alternatives which best meet the need of the institution.

The *Check* in this model refers to measuring the outcomes and expectations of the initial plan. The check section summarizes implementation results and analyzes comparative data. This section allows leaders to evaluate both their data and their plan before taking further action.

The final quadrant *Act,* can be viewed as two phases in which a method is standardized and the creation of future plans put into place. For instance adopting fiber optic ITV technology over compressed video for distance classrooms. The standardize method invites the transformational team to train those involved in the new method and to put in place control mechanisms to guarantee that the overall plan will succeed. Creating future plans falls under the category of total quality management, where the team assesses the success of the overall plan.

As with any plan, revisions will be needed, and must be expected. The value of using this type of model is that teams become leadership entities. This type of program requires enormous amounts of energy and vision to put in place, and the expertise of many individuals will be needed to make a good transformational leadership team. This team (which may vary in size depending on the institution) will lead the initiative forward and become the foundation and resource for future distance education and program sharing initiatives.

Leadership in this new realm of educational delivery will also be new and innovative. The standard leadership paradigms will not be adequate to meet the challenges associated with distance education. Therefore, institutional leaders will have to know when to let others lead and know when to step back in order to help the process move forward. Once a plan has been developed and put in place, others will need to step forward and in order to make the whole thing work. In truth it will be the work of many invisible leaders that will make (and makes) distance education work. Such support personnel may include engineers, technicians, educators, and support staff.

Leadership in this new area will come from those who believe that distance education works and that it is a cost effective method of reaching students or helping other districts meet the challenges of the 21st century. Transformational leaders have the vision to make things happen and are able to step out of the traditional paradigms and take chances. Resistance to change will come in many forms and wear many disguises; therefore, leaders will need to overcome numerous obstacles. One of the biggest battles that will be fought in this changing environment will come from educators because we value the nurturing relationships which are established in a classroom and fear that such relationships will no longer be attainable. However, in a distance classroom, different types of friendships are formed and the value of that relationship is equally as important.

Teachers in this program sharing concept become true transformational leader because of the innovation needed to be successful. Clearly, teaching across many miles

presents new challenges, but also presents new rewards as well. As the future of interactive television becomes more widely used throughout the country, dissertations and books will be published on the subject. It may suffice to say, for now, that those of us who are pioneering the work are looking very critically at our efforts. We are building on the strengths and eliminating the weakness as they become evident. Utilizing the model outlined above, Multidistrict college committees or leadership teams are working extremely hard to make the learning experience for students as enriching and meaningful as possible.

The potential of distance education is unlimited because technology is rapidly improving and changing in this field. We are told that in the future teaching institutions, both public and private, will need to be aware of the competition coming from private software companies, or the film industry, which may threaten the way education is delivered. If this is true than all of us need to change the way we think and the way we see information or knowledge transmitted.

Distance education is a phenomenon which will keep drawing attention as more and more people become aware of it, and as more institutions deliver instruction this way. Programs may be shared in an equitable manner which does not compromise program integrity or knowledge. ITV classrooms with 58 students connected throughout the state are much more enriching than a single classroom with 28 individuals. Think of the dynamic exchange which can take place in a classroom of this caliber when students from many different places in one state become friends and colleagues.

Innovation and vision are fundamental building blocks for change. Indeed, they are the machinery which drives change. In a time of rapid economic, social, and technological changes, vision and guidance are needed more than ever to allow room for educational growth to occur. Transformational leaders will plan, do, check, and act accordingly to ensure that their institutions remain centers where learning is not stagnant but rather always moving forward.

Distance education does not solve all of the problems or meets all of the needs of every student. It does however, move in the direction of offering classes and programs which otherwise would not be possible.

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LEADERSHIP IN THE TIME OF CHANGE

By

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Paper Presented at the
Sixth Annual International Conference for
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ACADEMY

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Presentation Paper was not Submitted

For additional information regarding this presentation, please contact Larry Christiansen, President of Mesa Community College, at (602) 461-7300.

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LEADERSHIP WISDOM:

BALANCING ON THE HIGH WIRE

By

Helen Jordan
Chair, Health/Science
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ACADEMY

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LEADERSHIP WISDOM: BALANCING ON THE HIGH WIRE

Institutions of higher education have become as vulnerable in the marketplace as America's corporations. Emerging technologies and unstable financial issues are placing an increased demand for administrators in institutions of higher education to provide leadership that is as visionary as those in the Fortune 500. During the decade of the 90's literature related to administration in higher education resembles the literature framework in America's corporate structures. As colleges and universities acknowledge these great challenges higher education administrators will be required to develop wisdom in their leadership abilities and strategies equal to corporate leaders.

Some of the corporate frameworks that have emerged during the recent two decades are Total Quality Management, Continuous Quality Improvement, Conflict Resolution, Strategic Planning, Institutional Effectiveness and Transformational Leadership. Anyone who has attended the workshops and implemented any of the above strategies can testify that they work. There are hundreds of corporations and institutions of higher learning that will testify that any one or all of the frameworks combined may not produce success. A Transformational Leader in a college is supposed to be able to juggle all of these balls while balancing on a high wire above the Grand Canyon humming Chariots of Fire. The goal is to reach the other side with new visions of increasing non-traditional funding, grants, international offerings, and a"Hero" medal. While the leader is crossing the Grand Canyon, institutions will be downsized, reshaped, molded, and remolded. The questions will be asked, "Are institutions of higher education doing better today than two, three, or five years ago or just doing it differently?" Perhaps the Transformational Leaders will incorporate an added element to the existing paradigm related to leadership. Maybe the astute and brave participants who will be approaching the new millennium will consider Leadership Wisdom with conscious deliberation.

PHILOSOPHERS DEVELOP THE FOUNDATION FOR WISDOM

Wisdom has been recognized and respected throughout history as an intellectual virtue for leadership. Philosophers such as Aristotle, Isocrates, and Erasmus define and identify qualities that indicate wisdom. Twentieth century Martin Buber, describes actions associated with wisdom that promote greatness and leadership. The writings of the philosophers regarding wisdom transcends the modern day processes of TQM and CQI. These philosophers collectively developed a way of thinking and behavior for great leaders.

Aristotle (384-322 B.C.) believed that wise men should have a broad knowledge base coupled with the ability to learn new and emerging complex information. Isocrates (436-338 BC) eluded to "Bench marking", looking for the best way. He wrote, "I hold that man to be wise is able by his powers of conjecture to arrive generally at the best course..." (Nash, 1968, p.73)

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Erasmus (1466-1536) wrote that wisdom encircles the well being of the institution. His philosophy about wisdom is all encompassing and describes wisdom virtues desired of the greatest leaders. Erasmus describes wisdom as looking out for the good of your people above yourself, let the thought of honor win. "It is far better to be a just man than an unjust prince." (Nash, p.199) He also recognized the importance of being above reproach to wisdom, magnanimity, temperance, and integrity. He wrote, "If you want to make trial of yourself with other princes, do not consider yourself superior to them if you take away part of their power or scatter their forces; but only if you have been less corrupt than they, less greedy, less arrogant, less wrathful, less headstrong." (Nash, p.198) When a leader takes credit for a project without ownership; lets politics encumber a good and right decision; and when one does not listen, but becomes determined to have his or her own way; wisdom becomes impacted as well as trust in the leader. People desire to be led by wise leaders who give credit where credit is due and generously offer deserved praise.

It is recognized nothing is accomplished through good intentions or noble goals. Buber: The Existential Man wrote, "He whose deeds exceed his wisdom shall endure; but he whose wisdom exceeds his deeds shall not endure." (Nash, p. 457) Leaders in institutions of higher learning know that wisdom is more than noble goals, it is worthy deeds that have been put into action.

WISDOM LEADERS: COMMUNICATION AND DECISION MAKING

The two actions that require the majority of any leader's time are communication and decision making. Those two actions will indicate in a heart beat if the leader is in fact, wise. And, if in fact the leader is wise, he or she will regard communication and decision making as the heart beat of the position.

When one assumes a leadership position of a department, division, college or college district, they must be prepared to walk a new and different path that has no map. That is why leadership wisdom becomes the focus of thinking and a framework of actions. A wise leader will develop new visions, organize a dedicated team, cultivate communication skills and make astute decisions.

We do not question relationships, situations, or decisions when communication between or among people is positive and in agreement. However, when conflict does arise because of differing perceptions, there is a potential for the breakdown in communication. Covey describes these as "conflict knots." If you are the leader on the high wire and attempting to cross to the other side, if the rope you are walking on has knots, the journey may not be successful. The knots must be untied to smooth the path. Covey describes clearing communication lines and untying the knots. His process is simple: A + B = C. Attitude + Behavior = Communication. (Covey , 1992, p. 110)

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Certain attitudes and behaviors are essential to clearing communication lines.

Attitudes:

I assume good faith: I do not question your sincerity or your sanity.

I care about our relationship and want to resolve this difference in perception.   Please help me to see it from your point of view.

I am open to influence and am prepared to change.

Behaviors:

Listen to understand.

Speak to be understood.

Start dialogue from a common point of reference or point of agreement, and move slowly into areas of disagreement.

The leader of any department, division, or college should be the role model of communication skills. The purpose of communication is not whether what someone says coincides with what the leader thinks - but an appreciation their input is valued and respected. The wise leader promotes communication by those who think differently and there is trust and acceptance of varied ideas.

There are times when different ideas, feelings, and viewpoints can coexist within a group. There are also events that require the group to openly communicate and come to a consensus.

The other important element in open communication is that every piece of meaningful information is shared. One small deleted or missing piece of information can sabotage a decision or destroy a relationship. Missing information which was overlooked can be forgiven while purposefully withholding information creates a different reaction.

In any department, division, or college, to witness the primitive act of cannibalism, have someone announce a new initiative without the input of the stakeholders. Stakeholders must trust that their input is important in the decision making process. This one act of communication sharing can promote the success of any new idea or process. Communication prior to implementing new initiatives can identify the potential pitfalls. The new initiatives can be reviewed and perhaps an intervention can be added. The leader on the high wire would be wise to discuss what time of day is best to cross the Grand Canyon and consider if the sun will be on your back or in your eyes.

Decision making is rarely a one person process; however, when the leader must make a decision, the people in the institution will need to trust he will make the best decision for the institution and the people. Erasmus wrote that the leader will place what is best for the people and the institution at the forefront of any decision. Perhaps it is the ability to make difficult decisions that separate leaders from followers. We know that factors which impact our decisions are people, institutions, and the environment. It would seem some decisions can be yes or no; however, it would seem the more complicated and convoluted a decision the greater number of external factors are influenced by that decision.

We expect great leaders to have uncommon intuition and wise actions. Intuition is having a "gut feeling" about something. It can be meeting someone and having an intuition about whether you can or cannot work with them. While not scientific, intuitions are valuable and should certainly have consideration in decision making. If I am going to walk the high wire over the Grand Canyon and develop an intuition or "gut feeling" the set-up is not secure, one can be sure I will check it out.

CONCLUSION:

There is not a pathway toward successful visions built by one person; however, it is the leader who sets the pace for the department, division or institution. While there are very few truly great actions that occur with one person, it is the leader that can excite the people to move towards new horizons. It generally takes a group of dedicated and committed people who accompany the leader on the pathway toward success and a wise leader that respects the relationship with the people. While it takes a team to create success, ultimately it is the leader who must be aware and accountable for problems. It should be understood that when a problem is identified, the leader has first ownership. For example, if you are the leader on the high wire and notice the rope is loosely tied- it is a mute point to say someone else has a problem tying knots. The problem is immediately the person on the high wire. That is why the leader promotes and develops trust among a dedicated and committed team.

Denis Waitley wrote that wisdom was not inherited but developed slowly over the years. It has to be learned, nurtured, and practiced. Becoming wise is beyond formal education. George Bernard Shaw wrote that education changes one from cocksure ignorance to thoughtful uncertainty. The wise leader will respect that some decisions will always be made with thoughtful uncertainty.

Leadership wisdom has no fixed shape, guidelines, or protocol of what must be done for success. It does imply that a leader must accept imperfections; be resilient; have and trust intuitions; "be still" long enough to consider the essential information; and think beyond what has been done before.

Whether the leader is a Chancellor, President, Dean, Division or Department Chair the leadership they provide is limited only by how brave and wise they are. We truly have the opportunity to become conscious creators of the future of leadership in education. It takes only one cell to transform a body. It takes only one person to transform the organization. With wisdom as the foundation, your leadership should be a passion to challenge yourself and those around you to surpass the standards.

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LESSONS LEARNED IN KINDERGARTEN GO THE DISTANCE:

OCCUPATIONAL PROGRAM SHARING

By

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and

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ACADEMY

Susan C. Budjac Biography

Sue received a bachelor's degree in dental hygiene from Marquette University in 1976 and a master's degree in education from the University of Wisconsin - Stevens Point in 1987. Sue has taught dental hygiene programs in Wisconsin and Illinois since 1977 and has been a faculty member for the last 12 years in the dental hygiene program at Northcentral Technical College (NTC) in Wausau, WI. In 1992 Sue served as one of the two co-facilitators responsible for the development of the country's first shared dental hygiene program model using distance technology. In 1993 she became a member of the dental hygiene self directed work team responsible for program administration. Sue has presented the topic of shared programming in Washington, Wisconsin, Illinois and Kansas. She continues today with her dental hygiene program responsibilities, teaching, and is also on a special assignment for NTC as the self-study coordinator in preparation for NTC's college wide North Central Association accreditation visit.

Beth A. M. Dailey Biography

Beth Dailey is the Dean of the Lakeland Campus and Outreach Education for Nicolet Area Technical College. For the past two years she has facilitated the development of a regional telecommunications network connecting the college with nine secondary educational organizations. This network will move into the implementation phase in January 1997. In addition, she coordinates distance learning funding efforts, interactive television instruction and associated staff development.

From 1980 - 1993, Beth was a faculty member and administrator in the dental hygiene program at Northcentral Technical College. She worked on the early planning stages of the dental hygiene shared program project. Her experience also includes consulting and facilitation in the areas of team building, facilitation, continuous quality improvement, strategic planning and leadership development.

Beth holds a bachelor's degree in allied health teacher education from Ferris State University, a master's degree in Educational Administration from Northern Michigan University and is currently completing a certificate in Distance Learning from the University of Wisconsin - Madison.

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" Study the situation intently. Figure out how the game has changed, how priorities have been reordered. Decide which aspects of your job you should focus on to leverage up your effectiveness the most." (Pritchett, 1995)

Many people make the mistake of trying harder instead of have trying differently. In our rapidly changing world we need a higher level of adaptability and some new moves. This is the story of how individuals from four technical colleges in Wisconsin came together and created a model for sharing an occupational program using technology. The lessons learned can serve as a model for others to follow.

Program Sharing and Distance Education Defined

In the Wisconsin Technical College System (WTCS), a technical college district holds State Board approval to offer a program. This district is the principal district. One or more (cooperating) districts can elect to develop agreements with the principal district to share the program. Those cooperating districts do not and will not hold State Board approval for the program during the life of the agreement. Only the principal district shall grant degrees of graduation from the program. The dental hygiene program described in this paper is one of 12 occupational programs being shared using technology in the WTCS. There are an additional 12 shared programs in the planning stages.

Anne Forster describes distance education as involving the development of specially designed instructional materials and their structured delivery, with two-way communication, to learners separated from the teacher (providing agency) by space and/or time. A wide range of technologies were explored for use in the delivery of the dental hygiene program. These included print guidelines, audiographics, videotapes, computer, satellite, compressed video and fiber optic television systems. To best meet the needs of learners and teachers, interactive television (ITV) using two- way video and audio over fiber optics was selected.

History of NTC's Dental Hygiene Program

In 1980 NTC established its accredited two year associate degree dental hygiene program. In the early 1990's, NTC found itself faced with declining financial resources resulting in budget cuts across all areas of the college. At this same time, several other technical colleges in Wisconsin had a market demand for dental hygienists and were interested in program sharing. The WTCS was encouraging program sharing between Wisconsin's technical colleges. As a result of these factors, in 1993 the program was converted from a traditional face-to-face learning environment to a program shared between NTC and three other Wisconsin technical colleges using ITV.

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	1980 - 1993 NTC - Wausau site only	**1993 - present**
Number of Sites	1 (Wausau)	4 (Appleton, Eau Claire, LaCrosse, Wausau)
Number of students accepted per class	30	54 (12 - Appleton, 6 - Eau Claire, 6 - LaCrosse, 30 - Wausau)
Faculty	4 - full-time 7 - part-time	5 - full-time (1 - LaCrosse, 4 - Wausau) 14 - part-time (4 - Appleton, 2 - Eau Claire, 1 - LaCrosse, 7-Wausau)
Curriculum Delivery	lecture - face-to-face clinic and lab - on campus	lecture - ITV clinic and lab delivered on and/or off campus

Framework for Establishing a Shared Program Using Technology
The framework below emphasizes the importance of starting with learner needs and then moving to buy-in at the faculty and institutional levels. Planning needs to involve the stakeholders, and also deal with accreditation and program management issues. Technology options are explored during this phase as well. the final phase addresses facility needs, assessment and the development of students, faculty and curriculum.
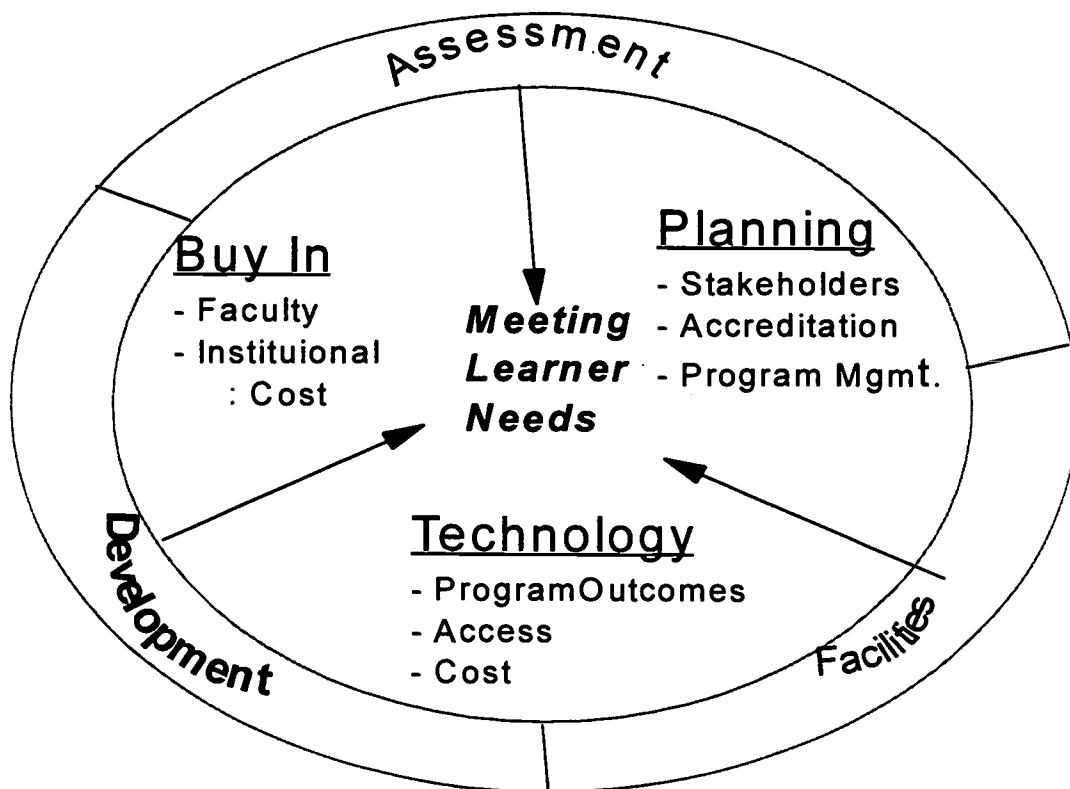
Lessons Learned

After reviewing survey results and interviews with faculty, administrators and counselors several ingredients for success became clear. These insights are not new, in fact, Robert Fulguhm says that these are lessons we've learned in kindergarten. They are "share everything, play fair, don't hit people, clean up your own mess, don't take things that aren't yours, and say you're sorry...." In addition to this advice, specific lessons learned will be described using criteria developed by Mark Hawkes.

Technical
Variables related to technical criteria include: ease of use, speed of access, level of graphical realism, audio/video output and flexibility. The stakeholders had the following to say about technology:

> * Initially there were adjustments to make in using the technology which now seems more natural.
> * It is important to change cameras and angles to avoid hypnotic trances.
> * Be prepared for equipment failures and have a back-up plan.
> * Arrive prior to class to set up and test transmission so that class time is not spent in these activities.
> * Keep your sense of humor. Flexibility is essential.

Instructional
Criteria used for good instruction is the same no matter what the medium. Some variables that Hawkes suggests are social presence, use of multiple resources, learner control, learner/instructor attitudes and learner achievement.

Social presence is defined as the rate at which learner, instructor and content are able to interact with each other and the level of responsiveness that the instructor shows for learners' individual needs. Students do find it more difficult to form connections with the instructor and are at first reluctant to interrupt the instructor. They say that once the class has ended so has their chance to ask the instructor a question. Instructors work hard to humanize instruction and eliminate the perception of distance because they say it can be easy to loose personal contact. Some strategies that instructors use to deal with this are to meet extended classroom students "face to face" early on in the course, use humor, project animation and enthusiasm, and talk to people instead of the camera. It is critical to treat students at all sites fairly.

The instructors find that the resources in the classroom such as the document camera, VCR and computer allow them to easily use multiple resources. To deliver effective instruction using ITV they suggest using different instructional

strategies and mediums every 10 - 15 minutes and to plan for interaction. Issues of learner control were not addressed by the faculty or students.

Learner and instructor attitudes toward the technology have improved with use. At first, students were intimidated by the technical hardware and by seeing themselves on camera. It is important to teach students how to operate the controls. Extended classroom students often feel like they are missing out. To deal with this instructors travel to the different sites, and schedule ITV sessions between the instructor and each individual site to address student questions and concerns. Mechanisms have been set up to establish who to go to with problems. All students from extended sites are required to meet at the principal district for one face-to-face session. This allows students to get to know each other, see the origination site, and meet the faculty and staff.

The origination students have different concerns. They tend to feel resentment toward the extended classroom students because the instructor needs to take time to focus the cameras, deal with technology, etc. Group development issues are the same but seem to take place by site rather than as a large group as was anticipated. Dealing with these issues early on and involving students in problem solving are keys to success. The faculty need to be organized for things to run smoothly. Though the extensive preplanning has its positive side, it can hamper spontaneity.

Initially extended classroom students feel they will not be as successful or perform as well as origination students. In the past three years, data has shown that extended classroom students have performed better than the origination students in final course grades, the written National Board examination and cumulative GPA. There was no significant difference in the clinical examination scores.

Organizational
Important to the success of this project has been the use of faculty co-facilitators. This team handled organizational issues such as space and time flexibility, support system flexibility and staff development. Valuable community partnerships developed as a result of stakeholder involvement in planning through a multidistrict steering committee.

Coordinating four different district calendars and the availability of distance learning network time does result in scheduling complications. Creative problem solving is required. Classes are now scheduled in blocks of time over two days. This makes for very long days.

The support systems are critical to the program's success. Many of the lessons learned center around establishing these systems earlier. Counselors, registrars, and financial aide officers need to be brought early into the planning phase. Some of the issues that need to be addressed include: graduation fees, sharing

credits, differences in grading scales, grading split lecture and lab courses, school calendars, tuition, diploma, transcripts, admissions, student orientation, and school catalog information. Uniform policies are needed in all of these areas and it requires collaboration from the key people from each institution. Site facilitation procedures need to be established early as well; proctoring exams, material distribution, video taping, test score distribution.

Staff development is important in the planning stages and throughout implementation. Faculty need to be involved in researching various technology options, and they need ample time to practice with the equipment before delivering instruction. Mentoring and collaboration among lecture and lab faculty in the different districts takes place through weekly conference calls. This has many benefits. It is important that faculty put aside the notion that there is only one way to accomplish outcomes and be willing to share ideas in a collaborative environment. Classroom management issues were a bigger issues than anticipated. Instructors need define classroom expectations and handle behavioral problems early. Faculty in-service in this area is important.

Summary

This program sharing model using technology offers many planning and implementation insights and lessons learned. Communication and the involvement of all stakeholders is critical in the planning phase and equally important throughout implementation. The success of this program will center around continually interpreting results and answering key questions. How has shared programming using technology improved instruction and learning? What criteria should be used when measuring effectiveness? As you go out into the world of program sharing using technology take Robert Fulguhm's advice, "..watch out for traffic, hold hands, and stick together."

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    Diane Cralley, Instructor, NTC
    Helen Larson, Counselor, NTC
    Lois Van Meter, Administrator, WWTC
    Becky Rajek, Instructor, NTC
    Joan Rohr, Instructor, FVTC

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MANAGING ORGANIZATIONAL CHANGE

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BIOGRAPHY

Debra Frank has served as a Program Coordinator in the Business and Management Division at Allegany College in Cumberland, Maryland since 1986. At that time, she developed and continues to coordinate a Hospitality Management curriculum. She earned a Bachelor's degree in Nutrition from the Pennsylvania State University and completed a post-graduate dietetic internship at Shadyside Hospital in Pittsburgh, Pennsylvania. She is a Registered Dietitian and serves as a nutrition and food safety consultant to area health and service agencies, businesses, and WJJB Radio. She is actively involved in faculty/staff development.

In 1995, she completed a year-long professional certification program through the Institute for Academic Leadership Development sponsored by the National Community College Chair Academy. A special interest that emerged from her work with the Institute was the development of a college-wide strategic planning process.

William Rocks served as the Director of Clinical Education for the Respiratory Therapy Program at Allegany College in Cumberland, Maryland from 1984 - 1988. Since 1988, he has been the Program Director for Respiratory Therapy. He earned his Master's degree in Health and Education from Frostburg State University and a Bachelor's degree in General Education from California State College. He received an AAS degree in Respiratory Therapy from Columbus Technical Institute and is a Registered Respiratory Therapist. He served as a Maryland Board Member of the American Lung Association and is actively involved in numerous other professional organizations. He is an instructor for Advanced Cardiac Life Support. He serves as Vice-Chairman of the Faculty Senate.

In 1996, he completed the year-long professional certification program through the Institute for Academic Leadership Development sponsored by the National Community College Chair Academy.

Dr. Britt Watwood is the Associate Dean of Academic Affairs at Herkimer County Community College in the foothills of the Adirondack Mountains in upstate New York. At the college on the hill, he oversees 56 full-time faculty in the areas of Business, Health Services, Science, Mathematics, and Physical Education. A graduate of the U.S. Naval Academy, Britt received his Masters degree in Education from Old Dominion University and a Doctor of Education degree in Educational Leadership in Higher Education from University of Nebraska. He is also a 1996 graduate of the Institute for Academic Leadership Development. He has been a consultant in quality initiatives and strategic planning, and his recent research has been on the role played by community college chairs in leading their colleges' quality initiatives. Britt retired from the Navy as a Commander after 22 years of service. For the past two years, before moving to New York, he was the Assistant Director of the Center for the Study of Higher and Postsecondary Education at UNL. His research there was on quality improvement, with particular emphasis on the application of the Malcolm Baldrige National Quality Award to higher education. He also worked on technological applications to education, and helped design and deliver graduate courses via Lotus Notes in UNL's Distant Doctorate program. he and his wife, Linda, reside in Herkimer.

MANAGING ORGANIZATIONAL CHANGE

INTRODUCTION

The rapidly changing conditions in today's environment have placed unprecedented demands on organizational leaders. Nowhere is this more apparent than in educational institutions. Tighter funding climates, declining or stagnant enrollments, increased competition, and major technological advances in product delivery are forcing leaders to examine the very essence of their organizations--their basic purpose, their identity, and their vision. In addition, leaders are recognizing that new directions must be explored while securing commitment from stakeholders.

Inherent with any major change effort is some degree of instability and unpredictability. A new mind-set is emerging that recognizes this instability as an opportunity for institutional growth and development. It is no longer practical to assume that change will "just happen" with or without the support of stakeholders. Instability from change that is constructively and productively hamessed has both personal and institutional value. It is indeed a paradox that the more uncertain the environment, the more there is a need for a well-designed organization that is energized to thrive in such uncertainty.

Dr. W. Britt Watwood (1996) studied two community colleges to determine the role that chairs took in their college change process. Both colleges were in rural sections of a midwestern state and approached change in different ways. At one institution, change was feared, administrators worked to maintain the status quo, and chairs were very reactive towards change. At the other institution, leadership was not defined as a single person. From the presidential level to the chair level, individuals talked about the team in accomplishing goals. Leadership was collaborative, and many used the word "consensus" in describing how decisions were made. The following model reflects the seven concepts that emerged from this study regarding the role community college chairs should take in the change process at their college.

Debra Frank and William Rocks (1995) have examined the management of change at their institution. Allegany College of Maryland has experienced significant change initiatives over the past three years, and strategies have evolved that have assisted in managing the change process. Their model, a product of "learning while doing", is part of the change process and is subject to continual review and revision. Strategies that develop conceptualization, communication, commitment, and control systems form the framework for this model.

Framework for Proactive Change

Visionary Transformational Leadership

Empowerment Teaming

Data Processes

Innovation

Quality Focus

Constituent Satisfaction
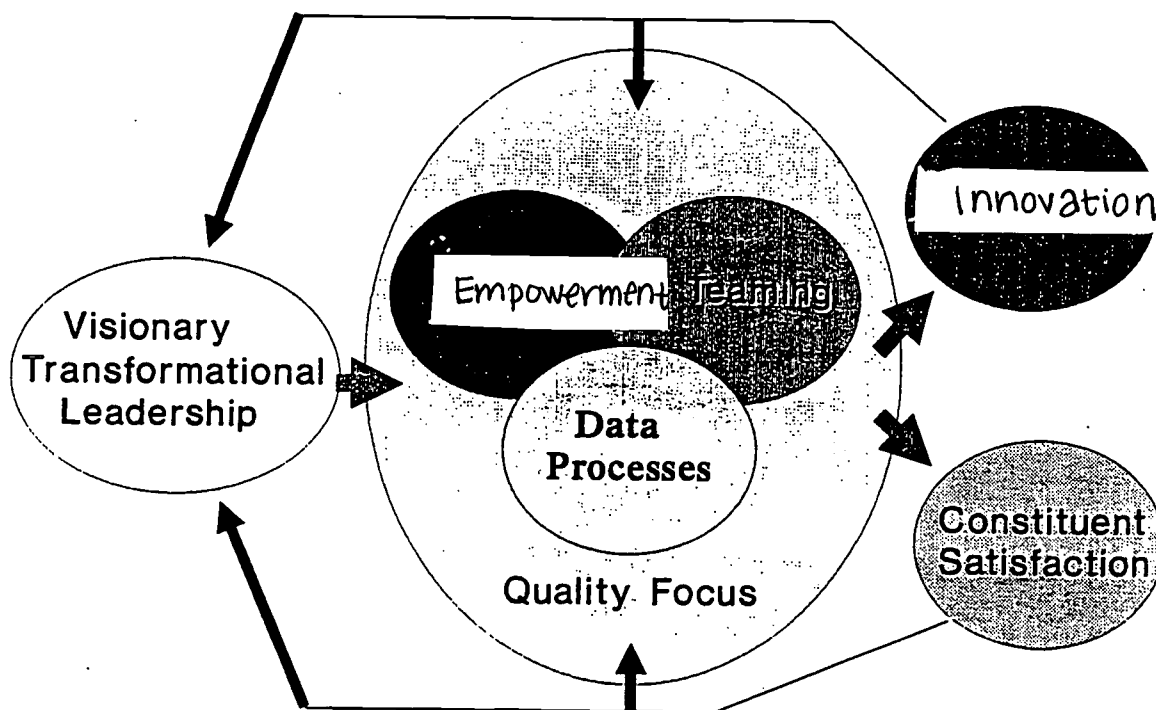
Driver   **System**   **Outcomes**

Watwood's study of two midwestern community colleges formed the basis for the above model that reflects seven concepts (or "prerequisites") regarding the role community college chairs should take in the change process of their college. These concepts are:

1. **VISIONARY TRANSFORMATIONAL LEADERSHIP.** The president must set the tone for his or her college, having clearly articulated where the college is going (vision), as well as employing the Four I's of Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. In turn, chairs must exercise visionary leadership with their college units. Leadership is the driver of the change process.

2. **EMPOWERMENT.** Empowerment is the degree to which an individual believes that he or she is free to act on change, without guidance or direction from above. Empowerment is a factor of the culture of an institution together with the individual's intrinsic motivation and level of skill/knowledge.

3. **TEAMING.** Teaming involves the use of more than one person to creatively sense the environment, generate solutions, and reinforce implementation of change. Teams are also a factor of the institution's culture.

4. **QUALITY FOCUS.** College leaders must have a customer-focus, and must identify processes such as the various tools identified in the literature to ensure that they manage by fact.

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5. **DATA PROCESSES.** An integrated process for gathering and using data as a natural part of daily life is integral to the TQM philosophy. Meaningful data should underlie every change process. The quality tools enable the chair to establish benchmarks of quality performance, which in turn form a baseline from which continuous improvement and innovation can depart.

Empowerment, Teaming, Quality Focus, and Data Processes form the system under which proactive change can occur. The outcomes of this process are:

6. **INNOVATION.** The degree to which an institution proactively flows with change and uses change to continually improve the products and services that it provides to its community.
7. **CONSTITUENT SATISFACTION.** The degree to which the external customers and internal customers perceive that their needs are being met (or exceeded) by the products and services that the college provides to its community.

There are four major implications for recommended practice which arise from the conclusions and theoretical implications above. First, the president's role is as critical as the chair's role in dealing with change. A culture conducive to change needs to exist for chairs to proactively deal with change. Second, the Malcolm Baldrige National Quality Award criteria can provide a means by which presidents, deans, and chairs assess their focus and performance, and in the process, become more proactive. Third, the study has major implications for staff development. To establish a quality culture, all levels of the institution need training in TQM/CQI, quality tools, teaming, and transformational leadership. Finally, the study raises questions as to the balance necessary in assigning chairs to handle both instruction and administration. Presidents will need to re-examine the division of labor, the reward structure, and the overall focus of the college to shift the emphasis from classroom instruction to the broader issues of student-centered outcomes, divisional quality and innovation.

STRATEGIES FOR EFFECTIVE CHANGE MANAGEMENT

Several similarities exist between the model developed by Watwood and the following model developed by Frank and Rocks. As an organization undergoes a change effort, instability results which can provide an opportunity for growth and development. Specific strategies must be identified to enable the organization to make the transition from the present state to the desired (or "changed") state. These strategies must address conceptualization, communication, commitment, and control systems.

Communication

Conceptualization

Commitment

Control Systems
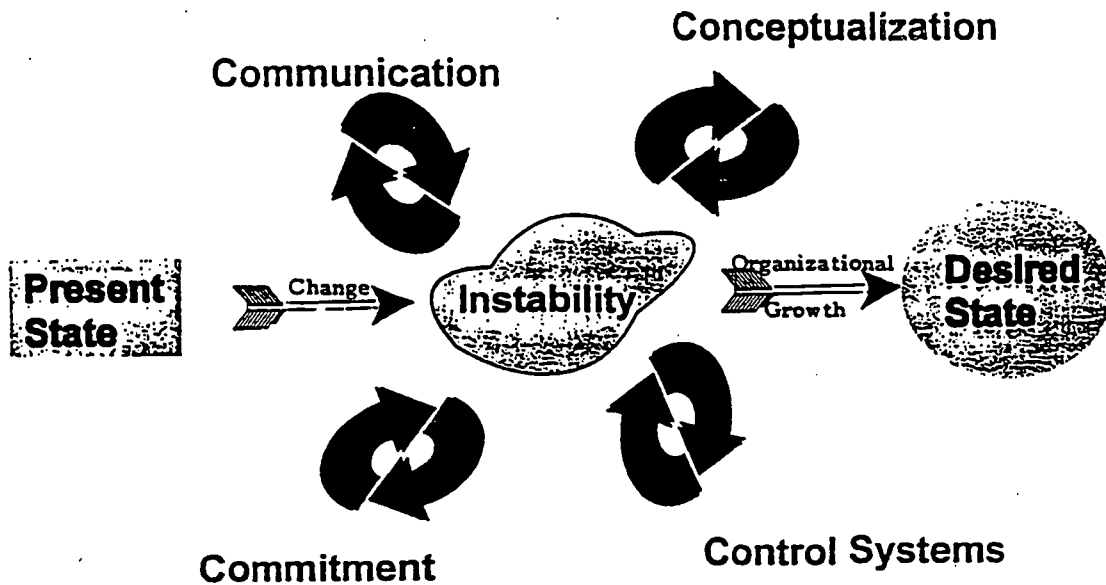
Model for Managing Organizational Change

(Frank and Rocks)

1. **CONCEPTUALIZATION.** Stakeholders must embrace the relationship of the parts to the whole and recognize that change perceived as negative in one area may, in fact, be positive for the college. Individuals must be given opportunities to view change from another's perspective. This is best accomplished through cross-college representation on committees and task forces. All-college participation in the development of the College Vision, Mission, and Guiding Principles began the shared experience of a singular purpose or direction. In an effort to continue to develop conceptual skill, Planning and Advancement Teams were formed to develop strategic plans and conduct environmental scans. There is a general sense of "we're in this together" which helps to build strength and unity during a period of instability.

2. **COMMUNICATION.** Active, two-way communication is a powerful adjunct to traditional communication and can <u>help make change happen</u>. The Speakeasy, an innovative technique where all college administrators meet with individuals who have concerns, began several years ago. Other strategies recommended for strengthening communication include: Planning and Advancement Teams; broad representation on President's Council; president meetings with randomly selected employees for input on major issues; frequent "Reports to the Stakeholders" from the president.

3. **COMMITMENT.** For stakeholders to share in the commitment to change, certain attitudes and behaviors must be clearly evident in the organization's leaders. Leaders must be aware of signals that they send through behavior

and act to align their behavior with the stated commitment. Leaders must support a "learn while doing" mode by investing in development and education. Strategic planning that is developed from the "bottom up" is most effective in securing commitment. In addition, frequent workshops have been held on campus to address resistance to change and methods to overcome this resistance.

4. **CONTROL SYSTEMS.** It is wise to create management systems and support services that are dedicated to managing change and monitoring progress in the change process. Resources and experts from across the organization should be identified that will "manage the management". Members of the President's Council, President's Staff, and Planning Council are frequently asked for advice and feedback pertaining to the change process and how it might be improved or strengthened. Organization leaders are sensitive to managing change and deploying resources and expertise to assist in the transition.

SUMMARY

If today's organizational leader accepts that the future is unknowable, he or she is likely to recognize that stability, harmony, and predictability are not prerequisites for long-term success. Instability that naturally flows from change should be used in a positive way to generate new perspectives and provoke learning.

To effectively and proactively deal with change, chairs need to become transformational leaders. This cannot occur in a vacuum. A culture of empowerment, teaming, open communication, conceptualization, and quality, which starts at the presidential level, is needed as a foundation for a proactive change process at the college. When the leadership, at all levels, works toward continuous improvement, the outcomes will be satisfied constituents and innovative services, two ingredients necessary for college survival.

klw

MENTOR MAGIC:

IMPLEMENTING A SUCCESSFUL MENTORING PROGRAM FOR NEW CHAIRS AND DEANS

By

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and
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Dr. Runnels has focused her career on instructional and student development leadership. She believes that the effectiveness of her division is significantly influenced by her own work...which also influences the work and success of the deans she oversees.

Derek Mpinga is professor of mathematics and director of the Institute of Science Technology Engineering and Mathematics at North Lake College. He is a graduate of Texas Christian University and Southwestern Seminary in Fort Worth, Texas, and of the Institute for Academic Leadership Development (1996). Prior to coming to North Lake College, Dr. Mpinga taught at Tarrant County Junior College. He also served as Vice-President for Academic Affairs at both the Baptist Seminary(Zimbabwe) and the Nairobi Graduate School (Kenya). He is involved with leadership training programs for institutions in Africa.

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MENTOR MAGIC: IMPLEMENTING A SUCCESSFUL MENTORING PROGRAM FOR NEW CHAIRS AND DEANS

INTRODUCTION

It all began with the desire to participate in the *Institute for Academic Leadership Development* two-semester practicum experience that the mentoring program was launced. The National Community College Chair Academy established the practicum experience with one purpose in mind:

> To provide an opportunity for participants to apply..... the
> concepts, principles, and skills learned during the weeks
> of training through the development and implementation
> of an Individualized Professional Development Plan.
> (Introduction to IPDP Participant Manual, 1995,p.5.6)

The whole idea is that the participant will develop an IPDP that is reflective of the specific needs, interests, and perspectives relating to leadership development. There are six underlying principles of the IPDP that were under consideration at all times:

1. *A knowledge of self in terms of leadership*...This includes readiness, desire and motivation, knowledge and experience, and creativity and vision.
2. *A capacity for judgment and decision making*...and an appreciation of the consequences of those decisions.
3. *A capacity to communicate with others.*
4. *Interpersonal skills* that enable academic leaders to identify values and motives of individuals...
5. *An understanding of power and politics in colleges* and the sources and use of power in academic leadership.
6. *A capacity to interpret personal actions* within the leadership context.
(IPDP Participant Manual, 1995,p.6.18)

We want to recognize that both the mentor- Dr. Angie Runnels and the mentee- Dr. Derek Mpinga have been influenced by such leaders as S.R. Covey (his book: *Principle-Centered Leadership*) and J.E. Roueche et.all (his book: *Shared Vision*) on their work on *transformational leadership*. Our conviction, as Covey puts it, is:

> ....that one person can be a change catalyst, a transformer,
> in any situation, any organization. Such an individual is yeast
> that can leaven an entire loaf. It requires vision, initiative, patience,
> respect, courage, and faith to be a transforming leader.
> (Covey, Principle-Centered Leadership, p. 287)

Our model provides a basis, not the answer, to all mentoring program models and our journey with you will be through the eyes of the mentor and mentee. Efforts will be made to identify the principles at work that can be adapted and adopted by any two leaders on the same journey.

North Lake College is one of seven colleges within the Dallas County Community College District. The instructional programs are under the supervision of the Vice-President for Academic and Student Affairs and are divided into six divisions each with a dean. Two of the deans are responsible for student affairs and support services. There are departments within each division with the deans doing all the work and with some help from lead instructors for certain programs. It is under this environment that the mentor and mentee found themselves.... to develop skills for academic leadership.

MENTEE PERSPECTIVES

At the time that I decided to enter into the Institute for Academic Leadership Development, I had determined that I am ready to seek new adventures in educational administration. A number of colleagues did not understand why I wanted to do this and I reminded them that I had spent time in graduate school studying to be an educational adminstrator. With six years under my belt as vice-president for academic affairs in Zimbabwe and Kenya, *I was ready for new challenges*. One must develop a liking for the administrative challenges whether by choice or thrust upon the responsibility by circumstances or otherwise.

The best way to begin this was to *attend the first week-long leadership development seminar* and I do not regret that I did. The experience is worth it for all new academic leaders or those returning to the responsibilities after a brief absence(as is my case). Of the leadership topics covered, one that stands out for me was the *Behavioral Styles and How to Work with People with Different Styles*. No matter what we do, behavioral styles affect community college leaders daily and we do need to develop more skills in relating with and to people to achieve maximum success.

In order to *develop and design a year-long and quality professional development experience*, I was in *constant communication with my mentor*. Our discussions helped me focus on *what I needed most*...something I *had not had previous experience*...working in an American education institution's administrative environment. I was already serving as the co-director for the Institute of Science Technology Engineering and Mathematics, a service to and for students, and I thought it did not provide the kind of leadership I was seeking. Without any openings on campus and a continuing need to cut down the adminstration jobs, I wondered what would happen to my year-long experience. To my surprise, my mentor told me that she was going to appoint me *Dean-in-Training* and I did not know what to make of this until after the first meeting I attended as Dean-in-Training.

This set-up gave me the *freedom to explore all areas* in the college's administration. I was *not limited* to a specific department. The broader picture I was looking for was there. I could develop new career goals and objectives and I was able to identify the skills that I needed most. The other deans opened their doors wide to let me visit and see every aspect of their work. Watching the deans discuss and make decisions enabled me to *understand the power of politics and influence*

It was not a surprise to discover that as a leader I will have to...*work through others with whom there is no reporting relationship, have more responsibility than authority, and support other's ideas, feelings, and projects.*

MENTOR PERSPECTIVES

Mentoring is an act of deliberately *setting aside time to assist someone* in a professional pusuit. The task can be rewarding if the *mentor is committed to the idea of helping. Mentoring requires developing a plan, working the plan, and evaluating the plan for effectiveness.* The opportunity to serve as mentor for a Chair Academy member proved to be the greatest opportunity of all.

When the mentoring plan was created at North Lake College for the Chair Academy member, there was an immediate desire to *give the mentee every opportunity to learn everything* I knew and had experienced as a division dean. As mentor, there was a felt need to introduce the mentee to every aspect of leadership, and involving the person presently serving in the role of dean for an instructional division seemed to be the perfect way to do it.

The Academic and Student Affairs Council was invited to participate in the mentoring of our Academy mentee. Each dean has a unique specialty and knowledge of a special area that would benefit the mentee. Each dean was invited to share his/her expertise with the mentee and to determine which area of leadership and what skills and secrets they were willing to share. They each agreed to share and invited the mentee to serve with us on the council as an interim dean to the council, and to invite participation on all the issues presented and to bring agenda items to the council as well. The internship was to last for a full year, fall and spring semesters.

In every instance, *the mentor was to share information, answer questions, create opportunities* for collaboration and decision making, and *advise* the mentee. From scheduling to budgeting to resolving issues of students and faculty, the mentee was to experience every aspect of instructional leadership.

The following principles were used in establishing the mentor/mentee relationship:
1. The information shared would *focus on leadership.*
2. A strategy of the academic leader is to concentrate on keeping the work group *focused on innovation and change.*
3. A strategy of the academic leader is *to be proactive/active* rather than passive.
4. A startegy of the academic leader is to *concentrate on decisions.*
5. A strategy of the academic leader is to *involve as many members* as appropriate in the process leading to the decision.
6. Academic leadership is as challenging as any position in the college and can be equally rewarding.
7. A strategy of the academic leader is to *build on strengths and seek assistance* in areas of weakness.

REMARKS

A good mentor/mentee relationship is necessary for any worthwhile experience to occur for both. This model for mentoring brings home the following elements:

1. It is imperative to have *good communication* between the mentor and mentee. Sharing of expectations.
2. *Feedback is like wind to fire*...it helps provide the oxygen to burn and keep on burning.
3. It allowed the opportunity to *work with a broad variety of specialties* and allowed both sides to *have a fresh sense of enthusiasm* in academic leadership.
4. A good relationship allowed the mentee to *reflect* on the experience and not keep a log of activities.
5. *Flexibility* was evident on both sides . There was willingness to change and adjust as needs arose.

One last element of success: the on-going and constant communication among the institute's mentor (Dr. Nockie Zizelman) , the college mentor, and the Institute of Academy Leadership Development. The sharing of ideas and input given made the experience one hundred-fold better. Bear this in mind.

> *There can be no friendship without confidence,*
> *and no confidence without integrity.*
> Samuel Johnson

OUT ON A LIMB:

PART-TIME FACULTY LEADERSHIP

By

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ACADEMY

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Barbara Veazey is Dean of Academic Affairs at Paducah Community College where she has been on the faculty for twenty-three years and is currently serving as Acting President. Dr. Veazey coordinated the nursing program, chaired the College's Professional Development Committee, and has served on several key committees within the University of Kentucky Community College System.

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OUT ON A LIMB: PART-TIME FACULTY LEADERSHIP

At a recent professional development meeting, a colleague defined *learning* as doing better what you're going to have to do anyway. Such a definition reflects the necessity of looking at the practicalities of working with the part-time faculty. The part-time faculty in the community college have become a significant part of the teaching and learning that takes place and are growing in numbers, but not necessarily in having a voice at their colleges and in their professional development. Certainly, their voice does not always equal their numbers. For the part-time faculty, community colleges have offered orientation programs, devised handbooks, used a mentoring program, and offered traditional professional development activities. But most of these efforts have been devised and presented by the full-time staff with little or no input from the part-time faculty themselves. We must change the paradigm from we/them to one of we/we.

Community colleges from across the country have been surveyed by the Roueches, the American Association of Community Colleges, and Gappa and Leslie, as well as by their own college and/or system. From these surveys, we know what they think, how they see themselves, how the college views them, what they expect and receive from their college, and what their goals and aspirations are. And community colleges, large and small, have tried to implement programs to meet the needs of the part-time faculty and the results of the surveys. So the time has come when community colleges need to give the part-time faculty the shared leadership for their part in the teaching and learning process. This step puts us out on a limb since community colleges would be giving significant leadership to part-time faculty for their professional development and for their involvement in the life of the college.

As Roueche, Roueche, and Milliron have stated, part-time faculty have become "strangers in their own land." They are "the invisible faculty" in the words of Gappa and Leslie. They are seen, not heard; they get paid, yet have few or no benefits. They are the best value for the investment. Community colleges will continue to increase the number of courses taught by part-timers as budgets get tighter and as full-time faculty retire and as new programs are added. A college can be more flexible with its budget and with its curriculum if part-timers become the swinging-door deliverers for new programs with a short life span.

But these designations, this reality, must not determine the relationship and involvement with the part-time faculty who are so essential to the academic success of the college and its students. As with any other vital link, we must ensure the connection between the part-time faculty and the college; we must court their commitment. Part-time faculty represent a vital link between the college, the students, and the community. They bring to the teaching and learning process a strong background of work-place and teaching experience.

The first change in attitude has to come from the central administration in academics: the president, the academic dean, the other college deans, the division chairs, and the department chairs/coordinators. If part-time faculty know that they have the respect and appreciation of the college administration at all levels, then they know that they have access to the decision makers. Paducah Community College (Kentucky) is fortunate to have this attitude prevalent in its administrative staff from the president to the division chairs. Like other community colleges, Paducah has had to rethink its relationship with and commitment to the part-time faculty from one of just "being there" to creating an atmosphere that fosters involvement in the academic life of the college. This attitudinal shift has to come from the core, the heartbeat, of the academic environment: the full-time faculty and the administration.

And the full-time faculty have to be supportive of this attitudinal shift as well since they play key roles in incorporating the part-time faculty into the day-to-day activities and policies of a department. An example of this involvement would be a mathematics faculty who want to ensure that all competencies/outcomes are being met in prerequisite courses. To make the connection, the full-time faculty must involve the part-timers so that all faculty understand and are committed to the competencies and outcomes. Traditionally, the method of communicating this curriculum matter was to tell the part-timers, not to dialogue with them and not to involve them in the curriculum decision making.

With these changes must come the balance of leadership necessary to make the teaching and learning environment effective for the part-time faculty and constructive for the college and its students. Leadership areas include the formation of a part-time faculty council, its function, and its relationship to the mission of the college; the nature of professional development activities for the part-time faculty; the development of a resource manual, as opposed to a handbook; and the use of a partnering program, instead of a mentoring program. An important aspect of any discussion on the programs and paradigms involving part-time faculty is the sharing of what works well in giving leadership and of where the gaps exist, what needs to be done to make them visible, to give them ownership, so that they are not strangers.

The first substantive change comes in the formation of a part-time faculty council or professional development committee. The function of this group would not be to set policy, but to plan and carry out professional development experiences that would enrich the teaching and learning of their part-time peers. The purpose is not to isolate the part-time faculty from the full-time faculty, but to give the former opportunities that relate to their needs as surveyed by their peers. Since each college has an investment in the teaching and learning success of the part-time faculty, then we ought to be willing to give them control of what would improve their teaching situation. Full-time faculty and administration can not afford to continue to dictate the professional development activities and expect the part-time faculty to feel a growing sense of commitment. This group could also serve as the medium by which to involve the part-time faculty in the academic life of the college.

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The nature of the professional development activities should be appropriate to the needs of the part-time faculty, the level of teaching experience, and the professional expertise. These activities should be delivered in such a way and at such a time to allow for both group and individual participation. Individual participation means that the activity would be set up in an independent study manner, either through video or computer program. The professional development activities need to be flexible enough in their delivery to mirror the flexibility of the faculty using them.

Also essential to the success of the part-time faculty is the development of a resource manual as opposed to a traditional handbook. The manual should include all the policies and procedures of the community college, presented in a user friendly manner, and a section on teaching/learning suggestions that they can read easily and use effectively and immediately. This manual should be loose-leaf so that material can be added. A computer disk version could also be made available.

The final change in working with the part-time faculty would be in the use of a partnering program instead of the typical mentoring concept. A partnership signifies a much stronger and connotes a more shared relationship between faculty members than the mentor relationship. Mentoring implies that the full-time faculty member becomes the sage, and the part-time faculty receives all the wisdom handed down or passed on to them. The partnering concept looks at shared responsibilities between the pairs and emphasizes what they both can bring to the improvement of teaching and learning. Even if the part-time faculty lacks the breadth of teaching experience that the full-timer has, the former more than likely brings to the teaching environment practical, up-to-date work experience that the full-timer does not have.

In this partnership, the pairs would be responsible for setting common teaching and learning goals in terms of both the classroom experience and the professional development outside of the classroom. As partners, they would work as a team, as colleagues, not as teacher (mentor) and student (part-time faculty). Part-time faculty have much to offer the full-time faculty, and the relationship should be supportive, not adversarial.

This session will focus on what works well and what gaps exist at the community colleges represented. The literature will be reviewed, and these concepts shared and worked through, especially in terms of the needs of each college. Therefore, the session will be practical and hands-on problem solving, paradigm changing.

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PILOTING A PROGRAM QUALITY ASSURANCE PROCESS:

PRACTICAL TIPS FOR BUSY PEOPLE

By

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ACADEMY

Brian D Larson

Brian Larson is presently Dean of Health Sciences at the Southern Alberta Institute of Technology in Calgary, Alberta. Prior to this appointment, Brian was Program Supervisor, EMT Programs, Wascana Institute (SIAST), in Regina, Saskatchewan. He is a Registered Psychiatric Nurse and has held several positions in nursing education as well as in acute and community mental health services.

Brian recently completed his doctorate in education from Nova Southeastern University in Fort Lauderdale, Florida, with a specialization in vocational-technical-occupational education. He holds a master's degree in adult education with a specialization in planning and evaluation, and a bachelor's degree in education with a major in health education.

Larson's professional interests include leadership, strategic planning, and program quality assurance. He currently chairs the Canadian EMS Standards of Practice Committee whose mandate is to develop national standards of practice, competency profiles, and a national certification process for Canadian paramedics.

Georgina Kiraly

Georgina Kiraly is a certified facilitator/trainer for the Instructional Skills Workshop with seventeen years of teaching experience at the Southern Alberta Institute of Technology, Mount Royal College, and the University of Guelph. She holds a B.A. from the University of Toronto and a M.A. from the University of Guelph.

Georgina is a Coordinator in SAIT's Teaching and Learning Centre. Over the past 10 years, she has provided training to SAIT instructors through the Pre-Service Program and has written and produced instructional support modules dealing with Adult Learners, Organizing Course Content, Writing Learning Outcomes, Presentation Skills, and others. Currently, she is also managing SAIT's Program Quality Assurance Process.

She has also conducted industry training sessions to clients as diverse as AGT, Gimbel Eye Clinic, Auto Retailers Training Association, XL Contractors, Geo Systems, Gienow & Indal Industries, as well as to public service organizations such as the Calgary Board of Education, Alberta Vocational College, and the Alberta Association of Library Technicians. She has offered training in the areas of Train the Trainer, Leadership, Interpersonal Communications, Conflict Resolution, Motivation and Goal Setting, and Business Communications.

In her role as a Coordinator in SAIT's Communication Arts Department, Georgina's portfolio included Continuing Education, International Education/English as a Second Language, Business and Industry, as well as curriculum design (DACUM) and human resource management. In her teaching responsibilities, she has taught Technical Communications, Business Communication, and Interpersonal Communications to all program areas at SAIT.

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BLP-001.015

BACKGROUND

The Southern Alberta Institute of Technology (SAIT) is one of two public, board-governed, post-secondary technical institutes in Alberta. Approximately 66% of SAIT's operating funds come from the provincial government through the auspices of Alberta's Advanced Education and Career Development Department (AAE & CD). SAIT has an annual enrolment of approximately 7800 full-time equivalent learners in trades and technology, business, health sciences, applied arts, continuing education, business and industry, and international training.

As a post-secondary Institute of Technology, SAIT's mandate is expanding to include a wide variety of career and professional educational programs and services. Some examples include the introduction of applied degrees and the development of centres of specialization. The Institute operates with a customer-focused orientation and is developing competency-warranty program. As its mandate expands, the issue of quality assurance becomes paramount not only to SAIT, but also the Government of Alberta.

In a recent white paper, New Directions for Adult Learning in Alberta (October 1994), Alberta Advanced Education and Career Development announced that post-secondary institutions such as SAIT would establish standards for measuring their performance and become more accountable for the results achieved. The white paper outlined expectations that educational service providers such as SAIT develop strategies in the following four goal areas: a) access, b) responsiveness, c) affordability, and d) accountability. By 1996/97 the government will develop funding mechanisms to reward an institution's performance in providing accessibility, quality and relevance to the needs of the learners at the lowest possible cost.

NATURE OF THE PROBLEM

The need to formalize a program quality assurance process had been acknowledged in SAIT's Strategic Plan, Shaping our Future (1994). As a result, SAIT's Academic Division established an objective to develop a program quality assurance process (PQAP). Although programs within the Academic Division had been assessing program quality using a variety of methodologies, the Academic Division had not developed a consistent process. It was expected that a practical, consistent process, which could be used by all programs within the Academic Division, would be developed as a result of this pilot. The process would incorporate an operational definition of program quality, quality factors and indicators and a program review process. The process needed to address formative and summative evaluation purposes, and thus, would serve not only as a basis for program improvement, but also for reporting of program results achieved.

PURPOSE OF THE PROCESS

The purposes of the program quality assurance process are a) to maintain and improve program quality, b) to provide usable data for effective planning, budgeting and decision-making and c) to identify how well programs have addressed the goals of accessibility, responsiveness, affordability, and accountability.

SIGNIFICANCE

It was anticipated that SAIT would benefit in two major ways. First, the institute would have an internal program quality assurance process to provide information for program improvement, and thus contribute to the improvement of educational practice. Improvement decisions could be made on the basis of information rather than opinion. As well, the process would clearly augment external program accreditation processes which exist in many program areas. Relatedly, it was anticipated that faculty and staff who participate in the process would gain an improved understanding of quality assurance issues as well as of other SAIT programs.

Second, by establishing a program quality assurance process, SAIT would be in a better position to comply favourably with provincial expectations of access, responsiveness, affordability, and accountability, which are often referred to as key performance indicators (KPIs). As well, SAIT would be better positioned to demonstrate results achieved to all its stakeholder groups.

PROCESS DESIGN

Several procedures were utilized in designing SAIT's process. The first procedure involved a thorough review of the literature to establish a conceptual basis. The recent literature and relevant unpublished reports addressing the quality movement were examined, including historical and current definitions of quality and service quality, reports from Canadian post-secondary institutions, quality improvement trends and issues, change management, and all SAIT documents which dealt with organizational values, as well as planning and accountability frameworks. Finally, literature which dealt with the purposes and models and/or methods of evaluation were studied.

Other procedures and the sequence of events is outlined in Table 1: PQAP Design

Table 1: PQAP Design

Date	Activity
Spring 1995	Establish Steering Committee Write proposal to develop program quality assurance process Develop project cost estimates
Summer 1995	Procure resources for project Write report on current practices analysis
Fall 1995	Finalize programs participating in pilot Define stakeholder groups Develop stakeholder questionnaires Conduct stakeholder focus groups Develop Policy and Procedures Manual Design and implement communications strategies

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Date	Activity
Winter/Spring 1996	Select and orient five quality assurance review teams Conduct pilots Develop meta-evaluation process
Spring 1996	Define program quality Complete pilots
Spring/Summer 1996	Write meta-evaluation report Write PQAP: Accreditation Comparison Write MARP Report

THE PILOT

Five self-selected programs participated in stage one of the pilot a) Building Mechanical Systems, b) Cinema, Television, Stage and Radio, c) Emergency Medical Technician - Ambulance, d) Carpentry-Apprentice, and e) Automotive Service Technician - Apprentice. These programs are representative of SAIT's on-campus, distance education, competency-based, and apprenticeship programs.

The program quality assurance process is summarized in Figure 1 on the following page.

META-EVALUATION

SAIT's meta-evaluation process incorporated the 30 standards and 4 attributes of program evaluation recommended by the Joint Committee on Standards for Educational Evaluation, which included a) utility standards, b) feasibility standards, c) propriety standards, and d) accuracy standards. Based on the review of the program quality assurance process and on stakeholder feedback, a report was prepared in which 17 recommendations were presented to the Institute.

The recommendations will be incorporated in1996/97 as stage two of the pilot commences. During this year's pilot, an additional five program areas will participate in the program quality assurance process: Accounting (Business), General management/Marketing (Business), Nuclear Medicine Technology, Petroleum Engineering Technology, and Electronics - Apprentice.

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Detailed Steps in SAIT's Program Quality
Assurance Process

INITIAL SET-UP

1. Identify program to be reviewed.
2. Conduct a literature search on trends.
3. Select Committee members.
4. Determine timing of the review.
5. Provide orientation training.
6. Provide stakeholders' names.

COLLECT DATA

7. Collect relevant data.
8. Verify data.
9. Develop the Program Description Document.

QUESTIONNAIRES AND FOCUS GROUPS

10. Distribute questionnaires to stakeholders.
11. Conduct focus groups, if required.

ANALYZE DATA

12. Collate the information.
13. Develop interview questions.

INTERVIEWS

14. Schedule the interviews and the facilities tour.
15. Conduct interviews.
    (a) On-site tour of the facilities
    (b) On-site and off-site interviews with stakeholders
    (c) Interviews with others
    (d) Input from related associations

INTERPRET RESULTS

16. Analyze and interpret the results.

MAKE RECOMMENDATIONS AND WRITE THE REPORT

17. Make recommendations.
18. Write the final report.
19. Write a special apprenticeship report, if appropriate.

DISTRIBUTE REPORT

20. Present report to VP, Academic.
21. Distribute report to key stakeholders.

DEVELOP IMPLEMENTATION STRATEGIES

22. Develop strategies for implementing the recommendations.
23. VP approves the strategies.

IMPLEMENTATION

24. Implement recommendations.

FOLLOW-UP

25. Conduct 6-month follow-up and provide a written report.
26. VP approves 6-month report.
27. Conduct 12-month follow-up and provide a written report.
28. VP approves 12-month report.
29. Meet with the VP if recommendations have not been implemented.
30. Evaluate the overall process.
31. Develop a communication strategy.

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PLAYING SOLOMON:

MANAGING CONFLICTS EFFECTIVELY

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ACADEMY

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Playing Solomon: How to Manage Conflicts Effectively

A young man stands in the office doorway, his backpack in one hand and a sheet of paper partially crumpled in the other. He stares at the person sitting behind a desk strewn with budget sheets and schedule printouts. "Are you the dean?" he asks. "Are you the person I need to talk to about my geology professor?" The dean looks up, gripping her pen just a bit tighter, and steels herself for another round of student vs. faculty, or faculty vs. faculty, or faculty vs. administrator, or whatever this particular conflict may turn out to be. The student continues: "I have to change teachers. I have to get into a new class. Dr. Berman's awful. I just can't stand it. I don't know how anybody can stay in that class. I have to get into another class." And so begins another conflict scenario typical of those that deans and department chairs face on a routine basis.

While this conflict scenario may seem rather insignificant, it is fairly representative of the types of conflict that happen day in and day out and take up so much of the time and focus of community college department chairs and deans. As front-line managers, often department chairs and deans are viewed by students and faculty as the solvers of problems. The dean's office thus becomes the place that all roads lead to, at least all the roads carrying conflicts. However, most chairs and deans arrive in their positions without any formal training in mediation or conflict management techniques. By necessity, they develop seat-of-the-pants approaches to dealing with conflict situations. While many meet with great success through trial and error or through sheer talent, all could benefit by gaining an analytic perspective on conflict and by developing a coherent, strategic approach tailored for the particular conflict situations department chairs and deans regularly face.

The nature of any given conflict situation rests on four factors: the conflict issue, the conflict setting, the role relationships, and the personal styles of the conflicting parties. Analysis of these four factors yields insight into the interpersonal and organizational dynamics of the conflict situation. This insight then provides the groundwork for ethical and productive conflict management.

The Conflict Issue

In the above example, the dean is faced with a conflict situation, the specifics of which she may have very little knowledge of. To begin the process of conflict management, the dean first has to examine the conflict issue. The natural inclination is to assume that the issue is just as the student identified it: he can't stand Dr. Berman, and he wants to move to another class. However, if the dean accepts that the reality of the conflict issue is just as the student perceives it, then she is left with only two choices: either move the student to another class or refuse to move him. In fact, conflict issues are not always as they seem, and to take immediate action on what seems to be the issue can narrow the options for resolution. What if, in fact, the issue is actually that the student's feelings were hurt when Dr. Berman criticized his term paper, or that he received a bad grade and is afraid of what his parents will say, or that Dr. Berman requires his students to use computers and the student is afraid to do so? The process of examining the conflict issue must not be cut short, because conflict issues can be elusive and can emerge or evolve at any time.

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One of the reasons that the concflict issue is rarely clear cut is that conflicting parties most often have very different views of just what they are in conflict about. For instance, in the above example, the student might claim that the issue is Dr. Berman's tyrannical behavior and blatant disrespect for the students. However, if Dr. Berman subsequently identifies the issue as being the student's rebellion against the enforcement of rigorous academic standards, then the dean is faced with two different definitions of the issue. Naming the conflict as one either of "instructional behavior" or of "academic standards" has far-reaching implications within the ensuing resolution process: the name the conflict is given can determine the questions that are asked, the criteria that are used, the policies that are invoked, and it can serve to tilt the playing field toward one party or the other. The process of defining the issue is therefore crucial to achieving a successful resolution, and a dean or department chair should not be too quick to attach a name to a given conflict issue. Instead, the definition of the issue should arise from dialogue with both conflicting parties. Ideally, such dialogue can lead to the development of a shared view of what the conflict issue is.

The Organizational Setting

Besides the conflict issue, a second factor the dean must take into account is the organizational setting, that is, the particular community college environment in which this conflict has arisen. Each organization has its own signature style, marked by particular rules, traditions, values, and assumptions. The resulting organizational climate serves as a system governing people's interactions within the organization and determines to a large extent which conflicts get aired, how they are presented, and the process for managing them.

The rules and norms that comprise an organization's climate are both explicit and implicit. Explicit rules include the organization's written code, its set of policies and guidelines. When deans or department chairs are faced with a conflict situation, their first inclination is usually to appeal to these written policies. Of course, it is a given that understanding policy is essential for effective conflict management. However, it is a common assumption that there is a right answer to any given conflict, that there are always applicable rules or policies. Based on this assumption, the work of the conflict manager then becomes one of knowing and applying the relevant rule. In reality, though, there is not a written policy for every situation, and managing a conflict is often not as clear cut as enforcing a particular rule.

Whether or not there are any applicable rules in a given situation, there are certainly implicit assumptions and values that underlie the actions of conflicting parties, and these assumptions and values arise from the cultural milieu of the conflict setting. Because community colleges share a common ancestry and purpose, they tend to have some commonalities in terms of their organizational climates. For one thing, the work of community colleges is in human development, and this mission brings with it certain values that inform how deans and department chairs approach conflict situations. Values such as fulfillment of student goals, enhancement of learning, or support and cooperation in the workplace provide a shared, although often unstated, set of criteria for making sound decisions in conflict situations.

The historical development of community colleges contribrutes to their characteristic organizational climate, as well. Community colleges can trace two lines of

ancestry: one from public high schools and the other from universities. Characteristics of both lines are evident in the ways conflict is typically processed in the community college setting. For instance, formal conflict resolution processes, such as grade appeals, mirror those of universities. Faculty rights and responsibilities also derive more from university models than from their public school counterparts. However, public school influence can be seen in the hierarchy of management and what is often a top-down approach to conflict resolution.

Roles and Hierarchy

In the above example, the student has come to the dean's door because he intends to go over Professor Berman's head. He assumes that the power to resolve the conflict situation lies within the formal hierarchy of the college. On the face of it, this is a reasonable assumption, but accepting that assumption without examination can lead to problems. If the dean immediately assumes that the duty and/or privilege of making a decision about the conflict rests with her, then she may insert herself inappropriately into the conflict situation or even usurp someone else's authority. What if, for instance, the resolution of the conflict involves a grade change? The dean would be clearly our of line to make a decision to change the grade designated by Dr. Berman. The fact is that the hierarchical structure of a community college only applies within a limited realm. While students and even faculty and staff may carry every conflict up the hieracrchy to a department chair or dean, not every conflict is appropriate for the chair or dean to act upon.

Hierarchical structures and role relationships also affect conflict management in other ways. The interdependence of roles and differences in status will invariably be major influences on how the involved parties act out the conflict. How the above student approaches the conflict situation will be determined in large part by the fact that he is in conflict with someone of higher authority. Similarly, the dean's own hierarchical role will affect how the conflicting parties voice their concerns and how they interact with each other.

Conflict Styles

The dean or department chair faced with a conflict situation must also be aware of the diversity of approaches that different people take toward conflict. Every person will have a unique orientation toward any given conflict situation. Some people will scream. Some people will run away. Some people will bang a shoe on the table. And still others will draw a flowchart. The dean or department chair needs to be prepared to recognize different conflict styles, to acknowledge each person's characteristic style, and to use this diversity of styles to the college's advantage.

Five different conflict styles, as described by Putnam and Poole (1987), comprise the range of typical orientations people take toward conflict. Competing is the most aggressive style, characterized by verbal dominance, tenacity, and use of position power. Collaborating is a similarly direct style with a less aggressive stance and more of a problem-solving orientation. Compromising is a style marked by the tendency to meet half-way between the conflicting parties' positions. Accommodating is a more indirect conflict style in which differences are minimized and glossed over. Avoiding is the most indirect conflict style; people exhibiting this style withdraw from or deny the conflict

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situation. While any given person may tend toward a particular style, there are many situational factors that affect a person's choice of style in a particular conflict.

Conflict Management Strategies

Some strategies which involve the use of the preceding theoretical discussion are

- Listen carefully to what both parties in conflict have to say before forming an opinion; don't hesitate to take notes, and be prepared to listen more than you speak
- Try to let the parties involved develop a solution
- Avoid, whenever possible, win/lose situations
- Leave complainants a way out, a dignified exit from the conflict, if it cannot be resolved
- Be prepared to take time resolving even simple conflicts; sometimes the act of speaking/listening can resolve a conflict
- Be aware of institutional and/or departmental behavior norms when conflict resolution is attempted
- Avoid becoming angry; try to appear objective
- Be aware that there are different styles of dealing with conflict; don't pre-judge someone who has a different style than you do
- Don't assume that the official complaint is the real issue; try to determine what has really instigated the conflict
- Be prepared to use any conflict management style at need; what works in one conflict situation may not work in another.

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PRACTICAL STRATEGIES TO JUSTIFY YOUR

'PRESENT' AND ENSURE YOUR 'FUTURE'

By

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Andrew A. Rezin, B.A., M.A.

Andy Rezin has been Chairperson of Automotive Technology at Columbus State Community College since 1993 and has taught at the college since 1985. Prior to his current position, he spent twenty years in management positions in the automotive industry. As a result of his extensive private sector management experience, he has the dual perspectives of having been both a final consumer of the educational process as well as a direct educational provider. He has been involved in implementing continuous improvement programs in both industry and education.

Mr. Rezin is a graduate of the Crosby Quality College, has a B. A. in Marketing and Management from Kent State, an M. A. in Human Resource Development from The Ohio State University, and is currently a Ph. D. candidate in Comprehensive Vocational Education at The Ohio State University. He is a member of Phi Kappa Phi honorary and on the board of Omicron Tau Theta.

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Mr. Queen is currently Chairperson of the Graphic Communications department. Prior responsibility has included direction and management of the Mechanical Engineering, electromechanical Engineering, Quality Assurance Technologies and the Welding Technology programs. In addition to his program, management focus is on program development, validation, assessment, and expansion. Two new areas being pursued are interactive Multimedia Technology, and Telecommunications Engineering Technology including distance learning. Mr. Queen is President of the International Interactive Communications Society.

Prior to joining Columbus State community College, he has held positions as Vice-President of Col-X Corporation; Manager, Engineering Quality Assurance, Dresser Industries; and a Research Scientist with Battelle Memorial Institute. Mr. Queen is a recipient of the A. F. Davis Silver Medal Award, for excellence of his paper in the filed of Machine Design.

Additionally, Mr. Queen is a doctoral candidate at The Ohio State University in Vocational-Technical Education with a focus on entrepreneur leadership.

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Introduction:

New economic pressures have been put on academia in recent years. These pressures are a result of a call for new and higher levels of accountability from governing bodies and the public that we serve. Together they demand justification of our program needs and, in many, cases, question the value of our continued existence. These new demands require a new course of action. Our old philosophies and methods are not adequate to address this challenge. It will require systemic change within our institutions to meet these challenges. To deal with this new environment we must consider new approaches to manage our endeavors.

Our institutions are in the throes of historic change. We are experiencing downsizing, a shift toward higher proportions of part-time faculty, limits on funding for facilities and equipment, and calls from the government and the community for fiscal responsibility. They have threatened that future funding for colleges will be 'performance based'! We are being expected to simply do more with less (Cross, 1994). Our community and the agencies that fund our operations are the main stakeholders in our success or failure. Is the plight of academia unique? Is there somewhere to look for guidance? Has someone out there survived such a change?

Academia has long disdained any comparisons to private industry. However, there is a striking similarity between our current situation and the pressures that have reshaped American business and industry over the past twenty years. Private industry has experienced pressures much like those we now face from their shareholders (i.e., stakeholders). They have survived downsizing, rightsizing, cost cutting, performance based resource allocation and increased accountability. They have been expected to justify every action based on its return on investment(ROI). To the surprise of many the innovative among them have not only survived, they have thrived!

The organizations that have risen to the forefront of American private industry have done so primarily through the implementation of a continuous improvement (i.e., quality) management philosophy. They have not only embraced a new set of values, they have learned to use new tools to help them to redesign their organizations. These tools have helped them to assess their current position, to identify their problem areas, to develop appropriate strategies for correcting those problems, and to develop an unending commitment to sustain this process over and over. The questions that they have been forced to ask themselves are the very same ones that we are now having to address!

The response of many in The Academy towards the TQM movement has been very cold. A high degree of reluctance to consider TQM in higher education has been tied directly to its business birthright and language (Seymour, 1991). Academia is unquestionably a different environment than private industry. Does this, however, justify throwing away the experience of twenty years of successful examples? Quite possibly the model is not wrong; it is merely in the wrong setting. It is unlikely that we can 'dump' corporate TQM procedures into our schools and expect them to be successful. We cannot do this any more than a small business can adopt the same procedures that worked in a mega-conglomerate. We can, however, distill the essence from the principles and philosophies and successfully adapt them to our own climate.

The pressures for change do not leave open the opportunity to say no and continue on as before. It is not a question of if; it is a question of how! The consequences for inaction range from stagnation to threatening our survival. For the brave few it is an opportunity to be at the forefront of the 'new higher education system'. It is clear to the authors that the common use of phrases such as return on investment and cost/benefit analysis will no longer be the exclusive territory of private business. It is with this ideology that we present a brief selection of essential tools that we believe will be valuable to help you take your first steps towards continuous improvement.

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Continuous improvement:

Quality improvement is not an event, a program or a goal. Quality improvement is a process predicated on a long-term organizational commitment to fundamental change. This change requires a high level of commitment and strong direction to stay the course. This change process is different from anything previously attempted in traditional education. The process promotes process stabilization, improvement and innovation. We are admonished to "beware of programs. By definition, programs end. Performance improvement, by contrast, should never end" (Rummler & Brache, 1990).

The continuous improvement process is based on management by data. This often overlooked premise of continuous improvement lies at the very core of its value system. All actions are predicated on the collection of baseline data which serve as the benchmark upon which all improvement activities are measured. It is this constant collection of data that serves as the source to analyze the current health of the organization, identify potential problem areas, and measure the success and/or failure of corrective actions. These same data can be used, in the forecasting mode, to project future results and to justify the need for future actions.

Basic measurement tools:

PDCA cycle: The Deming Plan-Do-Check-Act (PDCA) cycle (Deming, 1982) is the fundamental building block upon which the continuous change process is anchored. The PDCA cycle, as illustrated in Figure 1, is often called the cycle of learning. This tool provides a systematic roadmap to assist in identifying potential areas of improvement, pilot-testing potential remedies, evaluating the effects, and institutionalizing the changes. The process is better defined as a spiral than a cycle. Its intent is to work through the process time and again to make continuous improvements. Utilizing this model people benefit through learning continuously and sharing their learning throughout the system and thereby improving themselves and the organization as a whole. The PDCA cycle has universal application underlying all other improvement activities and should be used as a roadmap to guide and direct *all* change initiatives.
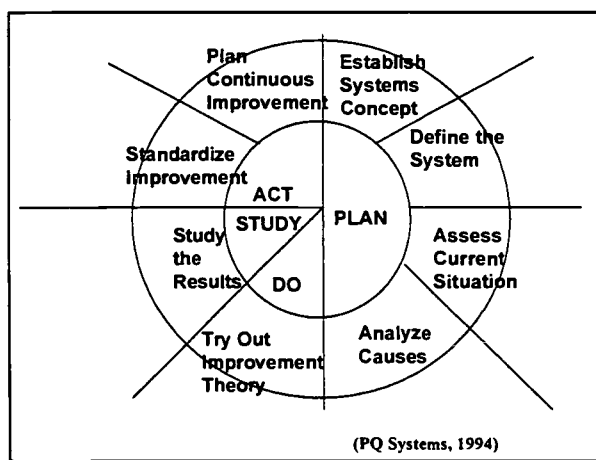
Fig. 1 - The PDCA Cycle

Run chart: Even after the commitment has been made to managing based on data the first obstacle encountered is the absence of objective information. The run chart is one of the most basic tools for collecting this data. "A run chart is simply a line graph of data plotted over time. The purpose of making a run chart is to look at the system's behavior over time" (PQ Systems, 1994). The primary function of the run chart is to minimize variation from a stable performance standard and to alert the user to any movement that may indicate a need for corrective action. Although the run chart has a striking

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resemblance to a more traditional line chart it's unique characteristic lies in its establishment of upper and lower control limits. The control limits indicate the maximum allowable variance from required performance. Utilizing TQM's zero defects philosophy(Crosby, 1984) any event that exceeds the control limits requires an explanation, action, and resolution.
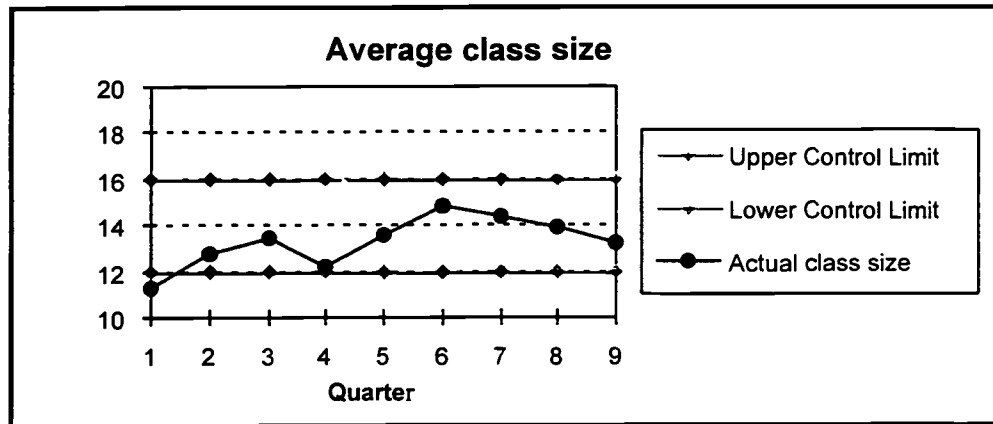
Average class size

Fig. 2: Run Chart

Application example: Monitoring average class size to assure appropriate utilization of facilities and personnel. (Fig. 2) Other uses for this type of chart include: classroom utilization, faculty class load, expense control, full-time / part-time ratio. (Any measure that has a static objective value)

Trend Chart: The function of the trend chart is the ability to see long-term movement and to forecast future performance. Like it's cousin, the run chart, it is a line chart that produces a visual output of data over time. It's application, however, is more useful for forecasting than for control.

Departmental Enrollment (F.T.E.'s)
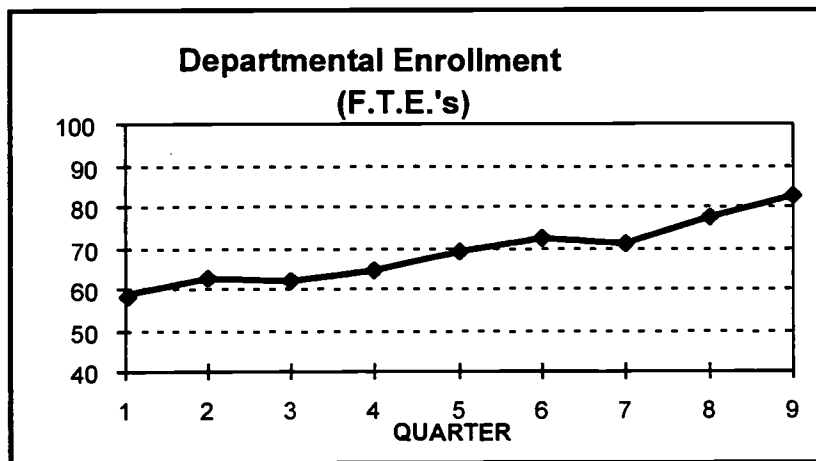
Fig. 3: Trend Chart

Application example: A practical application of this chart would be tracking enrollment (Fig.3). This type of chart is valuable in identifying trends in changing values.

Flow chart: The flow chart is the basic analysis tool in identifying work flow. Many of the problems we encounter are not due to 'people problems'. The vast majority of problems are due to dysfunctional systems (Juran, 1989). Unless required to put it on paper most managers can't even clearly define the existing system. If they can't define it, how can they fix it? And, until the cause of the problem is identified and addressed we will be forced to continue to repeatedly deal with only with the symptoms!

The flowchart illustrated in Figure 4 requires that you document and analyze all of the steps involved in any work process. Performance of this analysis can assist you to define potential problem areas, identify all of the parties involved in the process, and pinpoint areas of responsibility.
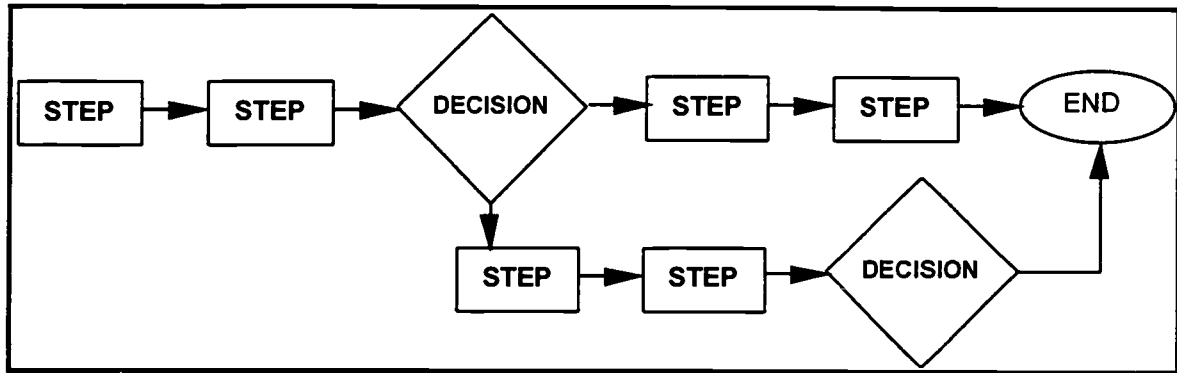
Fig. 4: Flowchart

Application example: You identify a problem with a high number of students who enroll in the school but never end up taking a class. Charting the college intake process can lead to identifying where students are getting lost along the way.

Program review and education:

The program review and evaluation model, if effectively applied, represents a systematic and comprehensive internal audit of instructional departments. The model utilized at Columbus State includes the following components:

Evaluation Measure	Current Standard
Retention of Students	.040
Attraction New Students	1.00
Average Class Lecture Size	15.00
Class size trend	0.80
Department FTE count	15.00
FTE trend	.085
Head count	32.00
Income vs direct expense	1.33
Income vs total expense	0.90
Placement rate	0.80
Annual degrees awarded	0.85
Preparation for employment	0.80
Student evaluation	4.0

A quality measure for accountability can be provided using the program review and evaluation model. Included are specific unit-cost information to provide quality/cost relationships. If we use performance in comparison to standard criteria, a generalized average operating effectiveness rating[i] can be presented as follows:

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Program	3 Yr Ave Rating 1988-91	1991 Rating	1994 Rating	1996 Rating
Graphic Comm. Tech	.67	.75	.82	.90

The data are sufficient to identify areas for improvement. A positive improvement trend has occurred since 1988. Improvements in performance are needed in the areas of student retention and average class size. Trend data provides that even though the technology is below the college standard in these two areas, positive improvements have been observed in all program review areas since 1992.

Cost / benefit analysis:

We can *expect* to be held fiscally 'accountable' for our actions. An adaptation of Gordon Swanson's cost / benefit model (Swanson & Gradous, 1988) provides an approach to organize the foundation of a sound argument to justify our current and proposed actions. Identifying all of the potential monetary, manpower, and facilities costs required to develop and implement a new plan and then comparing them to the expected benefits derived from its implementation provides a concise and powerful argument of the return on investment that can be expected. Return on investment is probably the single issue that *all* of the vested interests (internal or external) can understand, support, and advocate on your behalf.

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ACTION OPTIONS:                                  1_____      2_____

(a) What UNIT of performance are you measuring ?  _____       _____
(b) What is the performance GOAL at the end of the
program ?                                         _____       _____
(c) What is the BASELINE performance at the
beginning of the program?                         _____       _____
(d) What VALUE is assigned to the improvement?    _____       _____
(e) What is the TIME required to reach the expected
performance level ?                               _____       _____
(f) What is the EVALUATION PERIOD?
 (enter the longest time (e) of all options
 being considered)                                _____       _____
(g) How many PERSONNEL will participate in the
program ?                                         _____       _____
(h) Will personnel produce MEASURABLE
OUTPUT during the program ?                       _____       _____
(i) What total MEASURABLE OUTPUT will be
produced during the DEVELOPMENT TIME ?            _____       _____
(j) How much MEASURABLE OUTPUT will be
produced during the EVALUATION period ?           _____       _____
(k) What is the PERFORMANCE VALUE
GAIN of the ACTION OPTION?                        _____       _____
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Fig. 5: Cost / Benefit Analysis

Application example: Based on input from your industry advisory board you are proposing the expansion of your department to include a new major. Using the questions involved in the form can help you identify and quantify key factors that will demonstrate both your understanding of what it takes to develop and implement the program and the costs and benefits that will be associated with the endeavor.

The bottom line:

Why are all of these new procedures necessary? Data collection and charting are not end products, they are means to an end and that end is "to justify your present and ensure your future". Consistent use of

these tools can be valuable in justifying your current position and to 'selling' your future plans to your stakeholders!

Private industry has utilized these same tools to explain their current position, to show patterns of improvement, to display positive growth signs, and to successfully 'sell' their proposed programs to upper management. Why does it work? It works because it shows an understanding of the reasons for accountability: the ability to make an unbiased and fact based decision that makes the decision a sound investment.

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[i] Meets or exceeds evaluation criteria standard divided by total number of criteria being measured.

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REACH OUT AND TOUCH SOMEONE:

UTILIZING TWO-WAY INTERACTIVE AUDIO VIDEO FOR DISTANT AUDIENCES

By

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ACADEMY

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Presenter Biography

Rex R. Cutshall

Current Position:

Chairman, Department of Management and Accounting (since 1992)
Associate Professor of Business (since 1987)

Supervise 6 full-time, 4 part-time faculty

Teaching assignments-Business Statistics & Introduction to Business

Part-Time Appointment with Indiana State University, Dept of Systems and Decision Sciences

Education:

- ◆ Currently completing Ph.D. in Educational Administration
- ◆ MBA-University of Evansville
- ◆ BS-Business Admin-Indiana State University
- ◆ AS-Business Admin-Vincennes University

Professional Accomplishments:

Certified Purchasing Manager
Accredited Purchasing Practitioner
Certified Consumer Arbitrator
Authored Business Statistics: Microcomputer Experiences Using Minitab
Senator, Vincennes University Faculty Senate
Accreditation Evaluator, Association of Collegiate Business Schools and Programs

Consulting Interests:

Statistical Process Control; Management Information Systems

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With increasing concerns about enrollment management and breaking down the traditional walls of higher education, post-secondary institutions are actively pursuing distant education opportunities. The paper briefly describes one such attempt to expand the walls of Vincennes University.

Prior to the start of the Fall semester 1995, the Business Division of Vincennes University (a two year comprehensive community college) was approached by a manufacturing company in Elkhart, Indiana (more than five hours away) to deliver college courses to their personnel. Also, prior to the start of the Spring semester 1996, a distant high school inquired into the availability of a business class for dual (high school/college) credit. With the significant distance between the two sites, alternative methods of delivery had to be considered.

Utilizing a compressed video technology using ISDN telephone lines, the course was delivered directly to the conference room of the manufacturing facility and to the media center at the distant high school.

The course offered was BMM 100 Introduction to Business. This is a survey course in business required of virtually all incoming business students at Vincennes University.

In Spring semester 1996, the same course was delivered to Decatur Central High School in Indianapolis, IN (More than two hours away) for dual credit to selected seniors. The same technology was employed. This course, however, was held concurrently with a local classroom of 24 traditional college students present and the distant high school students.

The Students

The first audience was a small group of adult learners at a medium sized manufacturing facility. The students ranged in age from the early twenties to late fifties. They represented a broad spectrum of job positions from functional area middle-managers to the clerical ranks. Most of these students were interested in obtaining an Associate's degree to enhance their promotability at that specific firm. The class was conducted in the conference room (via the two-way interactive link) of the facility convening immediately following work once a week. An on-site visit/session was conducted by the instructor to complete needed classroom hours.

The second class (which was executed the very next semester) consisted of eight high school seniors who enrolled in the class for dual credit. These seniors were chosen based on their academic backgrounds (GPA of 3.25 or better), their interest in pursuing a business major upon graduation from high school, and the recommendation of their assistant principal. Most of the students had previously completed a General Business class in their freshman year. The students attended this class in a multi-media room adjacent to their library. This room was specifically outfitted for this type of instruction from a grant the school had previously received. A lab assistant was present to initiate the connection at the beginning of class, but left once class began. Classroom discipline was left totally to the distant instructor. The students were assessed tuition at a discounted rate and a local business (donor) subsidized the costs so students did not incur any out-of-pocket expense.

The Technology used in the delivery of the instruction

After investigation into the availability of different instructional pedagogies to these distant audiences (satellite, correspondence, on-sight), the technology chosen was that of two-way compressed audio/video. This technology consisted of PictureTel brand of video conferencing hardware and existing ISDN (Integrated Services Digital Network) telephone lines running at 112K BPS using high speed modems.

In essence, the instructor had the ability to both see and hear the distant class and they could see and hear the instructor. This particular brand of equipment allows the instructor to control all equipment including cameras (both locally and at the distant location), VCR's, and computer graphics from a single keypad located at the instructor's podium.

The instructor receives the students' video on a 46 inch big screen television and the students had similar monitors (although only 27 inch) at their receive sites. Additionally, the local (larger) classroom had a 27 inch monitor mounted from the ceiling to allow the local class to view the distant class. Each receive site had a designated technician available if troubles were encountered.

The hardware cost to outfit a distant education classroom depends on the design and purpose desired. At the distant manufacturing location, a portable unit was loaned to them which only includes a 27 inch monitor, camera, and PC. For a more permanent installation, a dedicated .big screen. television/monitor, ceiling microphones, additional monitors, document cameras, and PC's are appropriate.

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The cost can range from $25,000 (for portables) to $100,000 for large/permanent installations. The line charges that are currently encountered are approximately $25/hour of connection time. These costs are strictly approximations and should be fully researched by anyone attempting this type of technology. Technicians were provided by our telecommunications department at an hourly rate $25/hour at the local end. No technical costs were incurred at the distant end.

To initiate a class, the local instructor simply dials a pre-set video telephone number and waits for the class to appear on the monitor. Once this occurs, an interactive class can begin.

The Students Reaction/Performance

As with any new technology, some apathy and concern was to be expected. This was the first attempt by the Business Division and the University as a whole to broadcast a class outside of its campuses.

It must be mentioned here that in the delivery of these two courses the audience composition was quite different. In the first case (to the manufacturing plant), the audience was composed of adult learners entirely. The second course delivery was to a traditionally-aged high school senior population.

Interestingly, both of these audiences adapted quite well and quickly to this technology. The acclimation to the use of the equipment was usually accomplished during the first class session. Most probably, this is due to the technological interface most all of us experience today in our daily life and activities.

The performance of both of these audiences was compared to a control group of traditional college freshman in a traditional lecture/discussion format. The results of the performance of the student in the course, based on final course grades, indicated in both deliveries performance that was greater than the traditional college population.

A statistical analysis of the data was performed to validate this observation. Descriptive statistics revealed higher average final course grades of distant students and a one-way ANOVA showed at statistically significant difference between these means of the populations.

Mean Final Grades	
Traditional Classroom	73%
Industrial Group	80%
High School Group	93%
F statistic (ANOVA)	5.85
P Value (ANOVA)	.007

This success is most likely due to the added motivation of the students to succeed as indicated by their commitment to take a class via non-traditional instructional techniques.

Pitfalls of this Technology

As with any situation that relies heavily on the use of technology, the convenience of this instructional methodology does not come without its potential problems. Occasionally, the technology might not connect properly (many times due to factors outside the control of the originator) and a contingency plan must be available to insure the continuity of instruction. Some suggested alternatives might include study guides/sessions, library research assignments relating to the material being studied, etc. The failure of a class connection should not necessarily be equated with class cancellation.

For testing purposes, the use of a local proctor is needed. Additionally, for timely grading and returning of exams/quizzes, the fax machine needed to be used often.

Without a motivated, dedicated class, an instructor would not have a great degree of classroom discipline. Again, a proctor might alleviate this potential concern.

Most importantly, the use of this technology will force an instructor to reconsider the techniques used in the traditional classroom to be more conducive to video/television reception (the old .talking head. will not suffice on the television)

The appropriateness of this technology for specific courses/ audiences

I personally believe that this technology can be employed for virtually all types of instruction. The hardware supports not only cameras, but also document cameras for the displaying of print material, VCR's for video tapes, computer interfaces for graphics/presentation packages such as Powepoint or the demonstration of the Internet.

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The courses that have been delivered via this technology at Vincennes University include:

- General Psychology
- Introduction to Business
- Sociology of Relationships and Families
- Principles of Management

The psychology and sociology courses were developed to meet the general education requirement within our curriculum for students attending at one of our satellite campuses.

Vincennes University maintains an Aviation Technology Center at Indianapolis, IN (2 hours away) for students majoring in Aviation Maintenance and Aviation Flight majors.

The more technical, skill-based courses are taught by full time faculty and the general education courses are left to adjunct and main campus faculty.

The Principles of Management class was offered to the same industry-based audience (in Elkhart, IN) as the original Introduction to Business class.

Courses that are currently being developed include a Marketing class and a Mathematics class.

Administrative Concerns/Costs

As a department chairman as well as the instructor, I can offer several concerns that need to be addressed both before and during the delivery of a distant education course using this technology.

First, the development of the course and the faculty member's training must be addressed. Even though a faculty member may have taught the course several times, it does require some adaptation to be viable to the distant audience. Many models exist as to the amount of time and perhaps compensation awarded to a faculty member, but I have developed the following recommendation.

For faculty members embarking on this delivery method, a pre-launch training session with the appropriate technical person (on our campus it is the telecommunications manager).

Issues that need to be considered would include:

- Room Design-The physical arrangement of the classroom must facilitate the interface to the equipment.
- Instructional Methodologies-The use of strictly lecture is not conducive to distant audiences. It is very difficult to keep the attention of a distant audience when they only see a .talking head..
- Technological Issues-A contingency plan needs to be available if a technical difficulty arises.
- Timing Issues-Homework and quizzes cannot be picked up and distributed freely during class to a distant audience.

Then, for the faculty member to appropriately develop the course, a amount of release time be given just prior or during the delivery of the class. This accommodates any changes needed during the delivery of the class.

Additionally, administrative costs associated with the technology needs to be considered. These might include connection charges, technician charges, proctor charges (if any), or room rental (if appropriate).

Faculty Concerns

The reaction of faculty to this medium is mixed. Some faculty take the position that this could ultimately endanger their position at the local campus. Others are convinced that the way they present their lectures/materials is so unique that it could not be done in a broadcast medium. A final concern addresses the ownership of the course once it leaves the boundaries of the local classroom. All of these concerns merit some attention. It is the responsibility of the administration to reassure faculty that this is simply a .paradigm shift. from what academia is used to. Most believe that distant education strategies will ultimately strengthen and increase enrollments in the long run.

The Future

The Business Division at Vincennes University is committed to delivering additional courses through this as well as other mediums. Additionally, a second course is currently being delivered to the manufacturing facility to build upon the first business survey course through two-way interactive audio-video. An entire Associate's degree in business is currently being developed with an anticipated launch in the very near future.

REENGINEERING FOR TOMORROW:

A TRANSFORMATIONAL JOURNEY

By

Dan Krcma
Small Business Management
and
Ronald Sem
Team Leader

Northcentral Technical College
Wausau, WI

ACADEMY

PRESENTERS

Dan Krcma (Kurchma) is an instructor of Entrepreneurship and Small Business Management at Northcentral Technical College in Wausau, Wisconsin, where he has been successfully helping entrepreneurs launch new ventures and begin careers in small business since 1990.

A native of Wisconsin, Dan holds a bachelor's degree in Finance and a master's degree in Marketing from the University of Wisconsin-Whitewater. He has worked in all major sectors of the business environment, including manufacturing, wholesaling, retailing, and service.

Dan serves on the Small Business Council of the Wausau Chamber of Commerce, is an ACE member of the Service Core of Retired Executives (S.C.O.R.E.), and is a member of the Guardian Advisory Council of the National Federation of Independent Business (N.F.I.B.).

Ron Sem is a cochair of the Learning Support Team at Northcentral Technical College.

The Learning Support Team is a key team in support of instruction and has been a guiding force in the development of Entrepreneurial Units and has dealt with literally hundreds of issues regarding reengineering.

Ron's teaching experiences began at Brainerd Minnesota High School where he was a Coordinator for Distributive Education. He has been a marketing instructor at the Duluth, Minnesota Area Vocational Technical School and at Northcentral Technical College. He served as Dean of the Business Division at Northcentral Technical College from 1994-96.

Ron is a past president of the Wisconsin Association of Distributive Educators.

In 1964 Ron received his B.S. from the University of North Dakota and in 1969 his Masters in Distributive Education from the University of North Dakota.

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Northcentral Technical College
Wausau, Wisconsin

Northcentral Technical College's recent organizational reengineering has focused on becoming more responsive to the needs of its primary customer, business and industry. Increased accountability; encouragement of entrepreneurial, out-of-the-box thinking; and a flattened organizational structure allows the college greater flexibility, speed, and efficiency.

Reengineering for Tomorrow: A Transformational Journey

Identification and significance of issues -- The increasingly competitive climate in the delivery of educational services, coupled with the public demand for increased accountability and efficiency, has led to a reexamination of how best to organize the college. The basic questions which need to be answered are: What services? For whom? At what cost? This triad is essentially the basic economic question that every society must answer in its allocation of scarce resources. Modern history has indicated that this question is better answered by a system of free enterprise responding to market forces than by a bureaucratic system trying to allocate resources from a central authority.

In their monograph, "Breaking Out of the Box: New Colleges for a New Century," Patricia Carter and Richard Alfred of the Consortium for Community College Development assert: "The shape of community colleges in the future depends, in large part, on the ability of leaders to look at the institution in a new way, through a new lens. . . A view of faculty and administrators playing interchangeable roles in teaching and management rather than segmented roles is a new perspective. Success depends on creating a new way of looking at our business--a new vocabulary to create a new organization. There can be no innovation in the creation of a new institution without a change in perspective." The restructuring effort at Northcentral Technical College addresses these basic issues.

Importance of Effort -- In 1995-96, over 150 faculty, staff, and community leaders provided input into a Strategic Planning process that continues to shape the

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college's future today. The process resulted in the adoption of ten Strategic Initiatives by the NTC Board of Trustees. These initiatives drive the college's yearly operational goals. In order to meet the Strategic Initiatives and operational goals, it became evident that the college needed to make fundamental changes in how it offers and delivers its services.

The increasingly competitive climate in the delivery of educational services, coupled with the public demand for increased accountability and efficiency has led to a structure that moves away from the traditional bureaucratic hierarchy to a more streamlined, responsive entity where all employees have a personal responsibility for meeting the needs of the stakeholders.

Outcomes -- Through this flattened organizational structure, the following outcomes will be realized:

- streamlined operations that will provide greater responsiveness to meet the needs of **all** customers. Those customers go beyond the "traditional" degree seeking student and may include contract training requested by business and industry, continuing education, short term training, etc.
- a "blurring" of the traditional lines between faculty and management, where all employees are personally accountable for the services they deliver
- A broader, districtwide focus by all employees
- a learning-centered approach to instruction with less emphasis on what faculty know and more on what students learn

- an "open book" concept where information (budgets, etc.,) is available to all employees

Audience – This presentation will be appropriate for individuals involved in strategic planning, college administration, and teaching. The changes that NTC is undergoing will fundamentally touch all levels of the organization. Indeed, the external forces of increased competition, reduced funding, and the changing needs of our audiences have implications for **all** of higher education. Many colleges and universities are grappling with ways to effectively respond to change and to identify innovative approaches to organizational transformation.

Session content – The presentation will describe the external forces and events leading up to the changes in the college, as well as to describe the efforts the college has made to transform itself. They will provide the broad framework of the changes and will describe how the planning efforts of the college continue to drive the institutional changes the college is experiencing. Ron Sem will describe how his role has changed as an administrator under this new structure. Dan Krcma, faculty member in the Small Business Management Program and president of the faculty union, will provide a perspective on the changes in the role of the faculty under the new structure, as well as faculty reactions to these changes.

The presentation will be an informal dialogue among the presenters, as well as the audience, rather than a formal presentation. The audience will interact with the presenters throughout the session, both with questions and observations from their own experiences.

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REFRAMING ORGANIZATIONAL THINKING

By

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Paper Presented at the
Sixth Annual International Conference for
Community & Technical College Chairs, Deans, and Other Organizational Leaders
February 12 - 15, 1997
Reno, Nevada

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James B. Rieley directs The Center for Continuous Quality Improvement at Milwaukee Area Technical College. Through the Office of the President, he directs the internal quality improvement process at the college, has developed and facilitates the Systems Thinking/Organizational Learning efforts, and is the facilitator and architect of the strategic planning process. In conjunction with the WorkForce Development Institute of MATC, he consults with business and industry, government, and educational institutions who have identified the importance of becoming more effective in meeting the needs of their customers.

Rieley, who holds a B.S. degree in business administration, was the president of a successful plastics manufacturing company for over 20 years. After selling his company in 1987, he began to work with organizations in the area of innovation and business organization. In 1990 he accepted an offer to come to MATC to develop the concept that became The Center for Continuous Quality Improvement.

He has written extensively on the subject of quality, having been published in Quality Progress, The System Thinker, National Productivity Review, The Business Journal, Corporate Reports Wisconsin, On The Horizon, and other media, as well as being the author of a research report for GOAL/QPC on Strategic Planning for education titled Closing the Loop, and co-author of an implementation workbook on Institutional Effectiveness. As a result of his work, Rieley was recently nominated for the national Shingo Prize for Excellence in Research.

Rieley, has presented programs and papers at the national GOAL/QPC conferences, the Community College Consortium Summer Institutes, the West Virginia Community College convention, the Georgia Technical College system, the Fox Valley Quality Conference, the International Forum on Quality in Higher Education, the Systems Thinking in Action conferences, the American Association of Higher Education National Conferences, the Sinclair Community College Quality Institute, and the Quality Symposium. Most recently, Rieley was invited to participate in the White House Conference on Corporate Citizenship. He has done facilitation/consulting in strategic planning for the French Ministry of Education, the University of the Virgin Islands, American Association of Higher Education's Coordnet Group, Blackhawk Technical College, the University of Wisconsin System, Chippewa Valley Technical College, and Upper Iowa University.

Rieley is the past President of Milwaukee:First in Quality, a network service of the Metropolitan Milwaukee Association of Commerce; a member of the National Steering Council of International Forum of Quality in Higher Education (Q/HE); on the advisory group to Quality Coordnet of American Association of Higher Education (AAHE); is the midwest learning coordinator for Pegasus-Systems Thinking, and the founder of the Southeast Wisconsin Organizational Learning Consortium (SEWOLC).

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Reframing Organizational Thinking

James B. Rieley

The Center for Continuous Quality Improvement

"All of our beliefs justify and are justified by all of our other beliefs. They are connected by an explanatory network, and changes in one place can require changes elsewhere. What we observe can lead us to change any of our beliefs, no matter how certain we may have been that they were true. Our beliefs are protected by something like a one-way glass. The beliefs behind the glass, our *a priori* knowledge, provide justification for the beliefs in front of it, our *empirical* beliefs; but nothing that happens in front of the glass can change what goes on behind it." Jeffrey Olen

Recently, two people who work at a large service provider sat down to try to get a better picture of the cultural dynamics that were at play at the organization. The past several years had been filled with turmoil due to the termination of one President and the subsequent hiring of an interim who had a reputation for being closer to Atilla the Hun than Stephen Covey in leadership styles. After a year and one-half, the interim was made the permanent chief executive officer.

In the past four years, the organization, an educational institution, had gone through massive change. The chief executive officer, the fourth in the last decade, was brought in to "clean up the mess" left by the previous president that had put the long-term future of the organization at risk. Although there were assurances given at the beginning of the executive search by the organization's Board that whoever became the interim would not be eligible to be considered to be the permanent CEO, the interim was asked to be the permanent president. Even though he was a very competent administrator, the organizational culture continued in a form of semi-debilitating shock; the level of trust was low, there were daily rumors about potential firings, and there were few in the organization who felt "safe" to take risks.

In September 1994, one of the two people, the director of CQI in the organization, saw an article in The Systems Thinker titled "Creating a New Workplace" written by Greg Zlevor. The article put forth the position that all organizations operate at some point along a "community continuum." The positions along the continuum went from "disciety" (dysfunction society), to "community." The CQI director believed that in order to improve the organizational climate, the organization first needed to identify where they were on the continuum. He wanted to introduce the material to the senior and mid-level administrators of the college at a management meeting. Before introducing the materials, however, he shared the article and his plan with the director of research for his perspective. The two decided to do a management survey to

determine the current position of the organization along the continuum developed by Zlevor. The survey that was put together that afternoon was admittedly "quick and dirty," but designed to identify a "place" on the continuum at which the managers thought the organization was and, therefore, a starting place for discussion. The survey was mailed to the entire management council of the college (125+ people). That is when the excitement began.

The survey, printed on letterhead of the CQI office, consisted of an opening statement that said, "Please indicate by checking the appropriate box, which statement best describes your perception of the current environment at" the organization. The boxes were located next to the statements that Zlevor had stated were indicators of an organizations position along the community continuum. The potential positions were identified by the verbiage that Zlevor had used in the article; and included the following:

- *This is war. Every person for him or herself;*
- *This place is so political. I see glimpses of kindness but usually feel beat up, I protect myself;*
- *I do my part, they do theirs. As long as I keep to myself and do my job, I'm ok;*
- *People cooperate. We have our ups and downs, but mostly ups. There's a fair amount of trust. I can usually say what is on my mind;*
- *I can be myself. I feel safe. Everyone is important. Our differences make us better. We bring out the best in each other.*

There was no reference in the survey to the article in TST, no reference to the "community continuum" or the association of the indicators to the positions along the continuum. This was a conscious decision, as no one else in the organization had read the article at that time and the two believed that this would just cloud the responses. The phone calls began the next morning.

The concerns of the callers seemed to revolve around the fact that the indicator statements were considered to be relatively "undiscussables" in the organization. Some callers were concerned that their names were on the survey, due to the internal mail routing labels, and questioned the confidentiality of the survey. Some callers wanted to know if the survey was being done at the behest of the President (the quality office reports directly to the college President; although the President did not have prior knowledge of the survey or its distribution). Some callers said it was about time that the organization was beginning to talk about these issues.

When the surveys were returned (over 85% response), they were put into five piles, each representing a "place" along Zlevor's continuum. They were totaled, then each pile was recounted to determine how many respondents felt compelled to remove their names from their response. There was no effort to determine who said what, nor was there an effort to determine who even responded. The results were tabulated and formatted into a histogram for

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dissemination. The results (see Survey Results) were quite interesting; almost perfectly symmetrically bi-modal. At the next meeting of senior administrators, the two "risk-takers" de-briefed the thirty five attendees, all recipients of the survey, on the survey results. The group dynamics were as revealing as the survey results themselves. The most vocal people in the meeting were more concerned about why they weren't told about the article than the content of the article itself, and they questioned the validity of the survey itself. Their reaction was a reflection of the climate of the organization; fear, mistrust, and high level of defense mechanisms in place. The meeting participants seemed to feel that the entire survey episode was best forgotten. It would not be.

Reframing the Work

The college has a group of people (the STOL group) who self-formed early that year to learn more about systems thinking concepts and tools. Since the group had been using different case studies to hone their system thinking skills, the survey was brought to their attention as a good opportunity to explore the larger dynamics that were at play. However, the group quickly realized that their work on this "project" was more important than just another case study - it really involved reframing the thinking of the entire organization.

To provide a framework for this work, the team used several tools, including causal loop diagrams and the "Vision Deployment Matrix," first articulated by Daniel Kim in an article in *The Systems Thinker* in early 1995. This tool, developed to be used for deployment, was used by the group as a tool to achieve alignment among themselves and eventually the larger population who participated in the survey in how to reframe their collective thinking regarding the survey outcome.

Each member of the STOL group (nine people) filled out the first two vertical columns of the matrix individually using their frames of reference (the group is a good cross-sectional representation of the management of the organization). At the next weekly meeting of the group, they then began to build a collective matrix, using their individual matrices for input. One group member would read the target matrix position description, and then each group member would in turn read what they had placed in that position of the matrix. The goal of this exercise was to achieve alignment within the group. After filling out the first two vertical columns of the matrix, they stopped. At that point, the group determined that they wanted to get a different perspective on the matrix positions.

The CQI director showed the matrix to the President at one of his regular briefing weekly meetings. After a short explanation of the matrix, how it functioned, and what it would mean, the President filled out the first two columns of the matrix from his perspective. This would become an extremely important

signal to the group, due to what he said on the matrix, and the fact that he was willing to participate.

The President, formerly the interim and now the permanent chief executive officer, was initially hired to repair the damage that had been done previously; in this process, he did not exactly improve his image as being a "nice guy." However, since becoming the permanent President, he had been working actively to change the institution by following the direction set forth by the strategic plan (developed by a cross-sectional group of internal and external customers). This plan, based on the Hoshin planning process and facilitated by the CQI director, had and continues to, focuses on a few, but highly significant goals that will help move the college toward its vision for the future. The two principle goals were Improve Leadership and Implement Continuous Quality Improvement. The plan articulates both CQI principles and cultural changes that needed to be done. The commitment of the President to make this change happen was strong and evident.

The fact that the President, who was briefed on the work of the STOL group, would be willing to participate in this process of helping to reframe the organization was very positive. He had expressed his concerns regarding the organizational culture and supported the work of the group. Upon examination of the matrix responses of the President, the group determined that they were in alignment with the collective STOL group matrix. This feedback was given to the President, and then the group then began to continue filling out the balance of the matrix, while at the same time working on ways to improve the organizational understanding of what the organizational dynamics were that were causing the repeated patterns of behavior that were not conducive to being an effective organization well into the next century.

At the next meeting of the entire management council, the STOL group all participated in a "left-hand column" (LHC) exercise as the President gave a presentation on issues facing the organization. The results of this exercise confirmed much of what the group believed was going on organizationally.

The left-hand column showed that the organization was hearing what it expected to hear depending on the mental models (theories in use) of the different management population groups. The people who only expected to hear "bad news" heard just that; the people who expected to see only a "tough guy" saw just that; the people who were open to the organizational changes that were happening saw the changes as "positives" for the college.

In one specific situation, the President was articulating the CQI principles that had been developed by a project team. Some of the meeting participants believed that the President was "talking at them" regarding the principles, and

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not willing to act them out himself. Others saw this as a real positive change for the future of the entire organization. Unfortunately, there are no right answers as to what to do in this type of situation (a fact that the STOL group kept telling themselves as they got deeper and deeper in their work). The group determined that what needed to be done was to develop options for the President that would help him deal with the organizational dynamics. These recommendations would be targeted at how to change the mental models of the employees who were having a hard time with the issues that the organization was dealing with.

This is a critical step in reframing the thinking of the organization, while it was the employees' *perceptions* that were creating the organizational cultural framework, it was the behaviors of the employees based on those perceptions that created the working environment.

The STOL group has continued their work, developing recommendations for the President (that he is implementing, both organizationally and personally) on how to help improve the organizational climate. At the next meeting of the management council, the first item on the agenda was mental models. This presentation was designed to be largely informative, giving the managers a light background in mental models and how they affect the organization through its people. The subsequent management council meeting was devoted to systems thinking at the request of the President.

In this meeting, two college-wide issues that were generally considered to be undiscussables were the only agenda items. The issues, how to better implement the entire CQI process, and the positive and negative changes seen in the organization in the past several years, were given to the large group for the purpose of working on developing solutions instead of just "whispering" about them. The process used was small group facilitated dialogue. The issues became open when the issues developed in small groups were shared with the entire group both verbally and visually.

A key step in this process was the division of small groups. The makeup of each small group was pre-targeted to eliminate the potential for closed thinking opportunities. By ensuring cross-sectional dialogue in the smaller groups, the potential for changing mental models increased dramatically (see Organizational Interaction Dynamics). The outputs were shared with the President at the end of the meeting (he was not present to ensure open communications), and have been forwarded to the CQI Steering Committee of the college for the development of a plan on how to leverage the positive changes and deal effectively with the negative changes. The evaluations of the meeting were high, with many comments about the fact that the college was "finally moving forward."

THE ROLE OF THE TEACHER IN DISTANCE EDUCATION:

THE TEACHER PERSPECTIVE

By

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ACADEMY

Biographical Sketch

Sharon L. Moore, RN, PhD

Session 20: The Role of the Teacher in Distance Education: THE TEACHER PERSPECTIVE

Dr. Moore is a nurse educator and chartered psychologist. She received her undergraduate degree from Anderson University in Indiana (1973), her Master's Degree from the University of Calgary in Educational Psychology (1984) and her Doctoral Degree from The University of Texas at Austin (1994).

She has been on faculty at Mount Royal College in Calgary, Alberta Canada since 1980 in the Centre for Health Studies and has been involved in teaching and development of the Interdisciplinary Gerontology Certificate Program and the Post Basic Mental Health Nursing Program (both of these are distance delivered programs). She currently is the Coordinator of the Post Basic Mental Health Nursing Program and in addition, has served as the College Research Officer for the past year and a half.

Research interests include research in distance education, and suicide and mental health issues related to the aging population.

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The Role of the Teacher in Distance Education: THE TEACHER PERSPECTIVE

Is the philosophy of teaching at a distance different from traditional teaching? What is the role of the teacher in distance education? What are some of the challenges and rewards? Opportunities will be provided to dialogue about some of these important questions that are crucial to the teaching/learning process. In this session, the presenter will provide an overview of a study conducted by Moore & Gillis (1996) that looked at these questions through the eyes of the teacher. Participants will be invited to share their ideas about the implications for advancing the practice of teaching through distance education.

Introduction:

In recent years, there has been an increase in North America in the use of distance delivery for students pursuing educational programs, both at introductory and post-basic levels. This mode of delivery has been increasing, due in part to the changing nature of the student population. Distance delivery methods are seen as reducing some of the major barriers to accessing educational opportunities. While the use of distance has increased considerably, there is limited published literature that examines the role of the teacher in distance education. Questions arise related to the interpersonal dimensions of teaching, and the role and personal philosophy of the teacher.

The purpose of this descriptive, qualitative study was to develop an increased understanding of the role of the educator in distance education from an emic perspective. In-depth, semi-structured interviews were conducted with a sample of nurse educators from across Canada involved in teaching at a distance, to address the question "what is the role of the teacher in the teaching/learning process in distance education?"

While some concern has been expressed that there are many distance education programs that simply attempt to replicate the on-site classroom, our experience and research suggests that each of these environments needs to be treated differently. The majority of nursing educators interviewed for this study reported that they were challenged to think and act in new and different ways as they moved from traditional teaching environments to distance education.

Method:

In this study, a qualitative, descriptive methodology was used in which the two researchers interviewed nursing educators who were involved in teaching distance education courses and programs from across Canada. Inclusion criteria for the study were: ability to speak English, male or female, nursing educator who had taught by distance for a minimum of two semesters at a post

secondary institution.

Participants:

Twenty one nurse educators from across Canada were interviewed for the study. Nineteen of the participants were females and two were males. Their years of teaching experience ranged from 4-28, and years of teaching at a distance ranged from 2-16. The types of courses that these nurse educators were teaching included both undergraduate and graduate courses. All of the students in these courses were registered nurses.

Methods of Distance Used:

With the exception of one participant (who used audio teleconferencing which was structured similar to a traditional classroom), all participants described using multi modes of delivery: print based materials, audio and video conferencing, educational and media technologies, e-mail, workshops, seminars, student/teacher telephone conferences, audio visual materials, education consultants, and site coordinators. Combinations of several of these were used to unite the teacher and learner, to carry course content, and to provide mechanisms for interaction. The course materials incorporated interactive components into the design.

Data Generation:

Open ended interviews (using very loosely structured interview questions) were conducted with the participants, that focused on:
1.   how they defined distance education
2.   what they saw to be the role of the teacher in distance
3.   what were their philosophical beliefs about teaching and learning at a distance
4.   what they saw as rewards and challenges

The interviews lasted from forty five minutes to ninety minutes and were carried out either face-to-face, or at a distance by audio teleconferences. All interviews were audio taped to preserve the richness and completeness of the data. Also, a demographic data questionnaire was administered. The tapes were transcribed and the researchers independently did an initial coding of the data prior to collaborating about the analyses.

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Results:

Distance Defined:
> The participant responses reflected broad definitions of what distance education is. They defined it as "distance can be across the street or it can be around the world". Invariably, they saw distance as a means to increasing educational opportunities by overcoming certain types of barriers.

Philosophical Beliefs:
> Responses with respect to philosophical beliefs centred around issues related to the student/teacher relationship, and the quality of educational materials. Further, the study participants described the type of students, what they bring to the educational exchange, and how that impacts the educational process.

Role of the Teacher:
> The role of the teacher was conceptualized under two broad categories. First, teachers saw themselves as content experts contributing to the course development, organization of content, and "setting boundaries for learning". They described themselves as being a "bridge" between new knowledge and practice. They clearly articulated a change in their role as they moved from course design to course delivery.
> Secondly, the participants identified a process role that had to do with their interactions with students. Much of their discussion centred around their roles in facilitating the learning process with students. Several of the participants reported that they felt they got to know many of their distance students better than their on-campus students. Clearly, there was a sense of how inextricably linked the educational process and students lives were when they were studying at a distance, and that this became part of the teacher role.

Rewards:
> The majority of the participants reported positive experiences in distance teaching. Some of these were related to opportunities afforded by the delivery method for experimenting with alternate forms of delivery, and connecting with individuals across the country. Some described the rewards of distance teaching as more intrinsic than extrinsic. Many were inspired by the growth of students' self esteem, and the development of these students into critical and reflective practitioners.

Challenges:
Some of the major challenges that study participants raised related to heavy workloads, colleagues attitudes and credibility issues. Other challenges were issues of teacher feedback and satisfaction. A major challenge that all teachers expressed was related to how to deal with "problem" students.

Research Implications:

Some important considerations for future research have been raised as a result of this study.

♦ What promotes satisfaction among distance education teachers?
♦ What is the role of technology in distance education?
♦ There is a need to sort out assumptions around conditions under which learning takes place (graduate vs. undergraduate).
♦ What are the implications for transcultural offering of distance courses?
♦ What are the factors that influence completion and non completion?

Conclusions:

In conclusion, the results of this study confirm our belief that humanizing and connection between student and teacher are key components in understanding the role of the teacher in distance education. Assessment of the learner is critical in helping to identify the kinds of teacher behaviours that support and facilitate student learning. It is clear that being a good on campus teacher does not guarantee that someone will be a good distance teacher. There is a need for faculty development and support in preparing effective distance education teachers.

The results of this study contribute to a beginning database about teaching and learning in distance education. This study provides a foundation for further studies that examine the role of teaching and learning from the student's perspective, and the degree of satisfaction of both teacher and learner.

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SCENARIO PLANNING IN HIGHER EDUCATION

By

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ACADEMY

James B. Rieley directs The Center for Continuous Quality Improvement at Milwaukee Area Technical College. Through the Office of the President, he directs the internal quality improvement process at the college, has developed and facilitates the Systems Thinking/Organizational Learning efforts, and is the facilitator and architect of the strategic planning process. In conjunction with the WorkForce Development Institute of MATC, he consults with business and industry, government, and educational institutions who have identified the importance of becoming more effective in meeting the needs of their customers.

Rieley, who holds a B.S. degree in business administration, was the president of a successful plastics manufacturing company for over 20 years. After selling his company in 1987, he began to work with organizations in the area of innovation and business organization. In 1990 he accepted an offer to come to MATC to develop the concept that became The Center for Continuous Quality Improvement.

He has written extensively on the subject of quality, having been published in Quality Progress, The System Thinker, National Productivity Review, The Business Journal, Corporate Reports Wisconsin, On The Horizon, and other media, as well as being the author of a research report for GOAL/QPC on Strategic Planning for education titled Closing the Loop, and co-author of an implementation workbook on Institutional Effectiveness. As a result of his work, Rieley was recently nominated for the national Shingo Prize for Excellence in Research.

Rieley, has presented programs and papers at the national GOAL/QPC conferences, the Community College Consortium Summer Institutes, the West Virginia Community College convention, the Georgia Technical College system, the Fox Valley Quality Conference, the International Forum on Quality in Higher Education, the Systems Thinking in Action conferences, the American Association of Higher Education National Conferences, the Sinclair Community College Quality Institute, and the Quality Symposium. Most recently, Rieley was invited to participate in the White House Conference on Corporate Citizenship. He has done facilitation/consulting in strategic planning for the French Ministry of Education, the University of the Virgin Islands, American Association of Higher Education's Coordnet Group, Blackhawk Technical College, the University of Wisconsin System, Chippewa Valley Technical College, and Upper Iowa University.

Rieley is the past President of Milwaukee:First in Quality, a network service of the Metropolitan Milwaukee Association of Commerce; a member of the National Steering Council of International Forum of Quality in Higher Education (Q/HE); on the advisory group to Quality Coordnet of American Association of Higher Education (AAHE); is the midwest learning coordinator for Pegasus-Systems Thinking, and the founder of the Southeast Wisconsin Organizational Learning Consortium (SEWOLC).

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Scenario Planning in Higher Education

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Planning for the future is something that <u>all institutions</u> believe that they do. We plan on how many students we will have next semester or next year. We plan which classes to offer next semester or next year. We plan what our budgets will be for the next year. Sometimes, we plan on what our technology needs will be for the next two years. This is planning for the literal future, but not for the figurative future. The future that we need to look at is the future that will be today in 10, 20, or 30 years.

Higher education is going through massive changes. Our customers are changing, our competition is changing, our needs are changing, and our resource availability is changing. The world taking shape is not only new, but new in entirely different ways (Barnet, 1990). If we are to remain viable, or hopefully more effective over time, we must begin to examine how we do our planning.

When we do our planning for the "immediate future," the future of one or two years away, we are much like someone who is standing in the woods against a tree with his or her nose touching the bark. We are able to focus our vision on the crevices on the bark, perhaps even on the small creatures that inhabit the tree lining. Consequently, we begin to believe that our "world" is the tree bark and the small creatures. However, even trying to focus at this distance requires that we force our eyes to clearly see what is in front of us. Unfortunately, being this close to the tree eliminates our ability to discern how big in diameter the tree is, or how tall the tree is, or how many trees are in the forest. We may not even be able to tell if the tree is diseased and might fall on us at a later date. The mental models we have of our environment become locked into place by our self-enforced myopic position.

Planning for the immediate runs the same risks. When we look at the future of one or two years, we will not be able to focus on the bigger picture. We need to "step back from the tree" and focus on the forest as a whole. Scenario planning gives us that ability. Scenario planning is not about doing planning, but is the vehicle in which we can begin to change the mental models we have of our worlds (Duncan, 1990). Our institutional survival "depends on the ability to detect and adapt to critical changes in the environment" (de Geus, 1990). We need to change our mental models of what is and what is not; we need to learn how to better plan for the future; we need to better understand what our futures might be. This paper will put forth a methodology for doing effective scenario planning in a higher educational environment.

Scenarios in Higher Education

In higher education, we are faced with many potential future scenarios (see figure 1).

enrollments drop	enrollments increase
decreased competition	increased competition
economic turndown	economic upturn
conflicts within our communities	harmony within our communities
conflicts with accrediting agencies	long-term accreditation
facility limitations	unused facility capacity
resource availability shrinkage	surplus funding availability
anti-education legislation	federal support for education
technology advances	increase in need for basic skills
reduced need for degreed	increased demand for employees degrees

figure 1

There is no right or wrong scenario; there are no good or bad scenarios; there are only potential futures facing our institutions. Selecting the scenarios to look at can be a hit-or-miss process. Few institutions have the resources that would enable them to look at all the potential futures, therefore, selecting one or two to examine becomes a matter of practicality. How to make the selection is the question. The method that works well is by interviewing institutional stakeholders.

traditional delivery

• increase in need for basic skills	• classes at business sites
• lower entrance skills expected	• classes held at shopping centers
• facility expenses increase	• increase in partnerships
• escalating benefit costs	• higher entrance skills expected

centralized ———————————————————— **site-based**

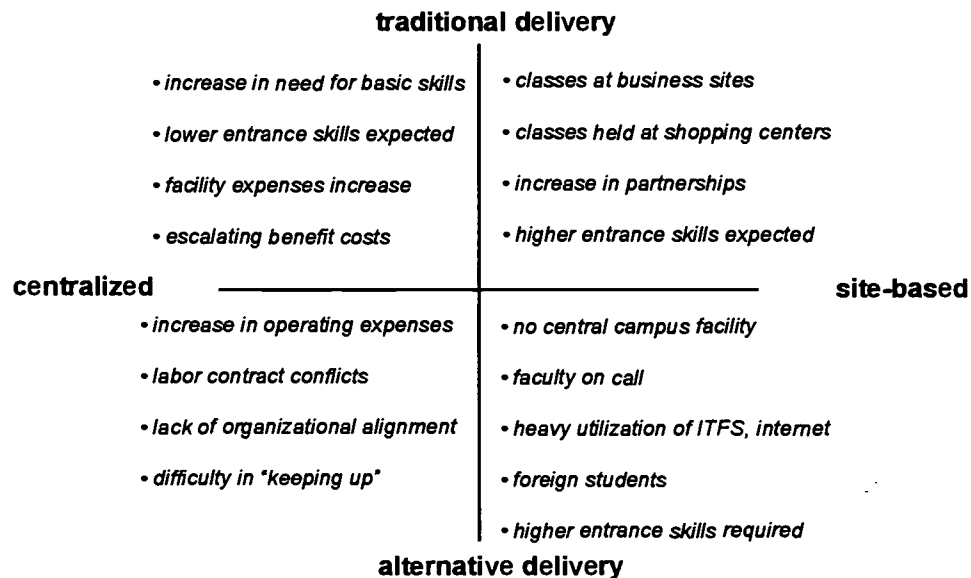|	
• increase in operating expenses	• no central campus facility
• labor contract conflicts	• faculty on call
• lack of organizational alignment	• heavy utilization of ITFS, internet
• difficulty in "keeping up"	• foreign students
	• higher entrance skills required

alternative delivery

figure 2

By asking the question, "what do you think the future holds in store for the institution?," a scenario planning team can begin to sort out what futures may be important to look at. By sorting the responses into groups, the team can identify some common characteristics. By using orthogonal axes (see figure 2), we can

develop a method of completing the selection process. After selecting two characteristics that are identified in the interview process, the scenario team determines the opposite characteristics and applies all four to the axes. With the axes completed, the scenario team then begins to develop scenarios for each of the four quadrants.

A key consideration in developing scenarios is the richness of the conversation. There are significant obstacles to this process. They include; overconfidence and intellectual arrogance, and anchoring and availability bias (Clemmons, 1995). As humans, we tend to overestimate our knowledge and level of understanding. Overconfidence may make us believe that, because we have been successful in the past, we will be able to lead our organizations successfully into an unknown future. Additionally, we may believe that we know exactly what the future will be. We believe that the future will be basically an extension of the past, and consequently, we anchor our beliefs in what we know now.

Through doing scenario planning, we are not trying to pinpoint specific future events, but to look at the large-scale forces that will be pushing the future into different directions (Wilkinson, 1996). It is these forces that contribute to the relational changes that affect our institutions.

Most current planning follows maps that we have that are two dimensional, like road maps or terrain maps (Schoemaker, 1995). Making geographic maps are an honored art and science, so is the making of institutional maps. However, both of them provide a distorted view of the environment. Geographic maps show the elevations, the distances between places, and the topography. Institutional maps can show the number of students who enroll, the number of students who complete, the number of students in classes, the trends of business and industry, and the various ways in which we deliver education. However, neither map shows the various uncertainties that relate to the reality that the maps are supposed to reflect.

Geographic maps do not include various elements, such as weather, landslides, animals, and other people that might restrict one's ability to move across the territory shown on the map. Institutional maps do not traditionally include values, legislative directions and impacts, institutional climate, relationships between departments, or levels of understanding and buy-in. These are all considered to be uncertainties.

When evaluating relationships between uncertainties, we need to check for internal consistency and plausibility; for example, high visibility and heavy snowdrifts are an implausible combination. By examining the driving forces, we begin to surface the uncertainties that will have a major impact on our ability to understand the potential futures we face.

Driving Forces

The forces to be examined include social, economic, political, environmental, and technological. It is these forces that will result in the future we will find ourselves in. We need to look at the context of these forces.

Scenario Driving Forces	
Social Dynamic Forces	Demographics Values Lifestyle Customer demands
Economic Issue Forces	Microeconomic trends Macroeconomic trends
Political Issue Forces	Legislation Regulatory direction Accreditation directions
Environmental Forces	Ecological movement Costs of recycling
Technological Issue Forces	Innovation Technology availability Indirect technology impacts

figure 3

By beginning to examine these forces, we can begin to paint a picture of the things that will be affecting the relationships that impact our ability to be effective over time. Once the driving forces are identified, it is important to begin to identify the things that can be predetermined. Predetermined forces are ones that we can identify through direct or indirect relationships. For example, it is relatively easy to predetermine how many students will be attending high school in a given area by looking at how many students there are in the pipeline to high school, i.e.: how many students are in the K-8 system in that area.
Although the two numbers in all probability will not be the same, there will be a correlation. Another example might include the number of students who attend graduate programs. To find this number, we can start be determining the correlation between the number of students in baccalaureate programs at the institution.

There will potentially be quite a few driving forces whose outcomes can be predetermined. Once these are identified, we are left with what are called "uncertainties." It is the uncertainties that we need to work to discover. It is the uncertainties that are largely controlled by our mental models.

In scenario planning, we are not trying to predict the future, we are trying to understand the potential futures that we might encounter. This requires being

open to these potentials, being open to challenging our mental models of what the future might be.

Mental Models

To better examine our mental models, an effective tool that can be developed is a systems map. In a systems map, the relationships between various elemental behaviors are identified, as well as the relationships between them. The tool looks like a very chaotic spider web, with arrows going from behavior to behavior. The arrows help define the relationship between the various behaviors by showing the direction of effect, as well as the impact of that direction (see figure 4).
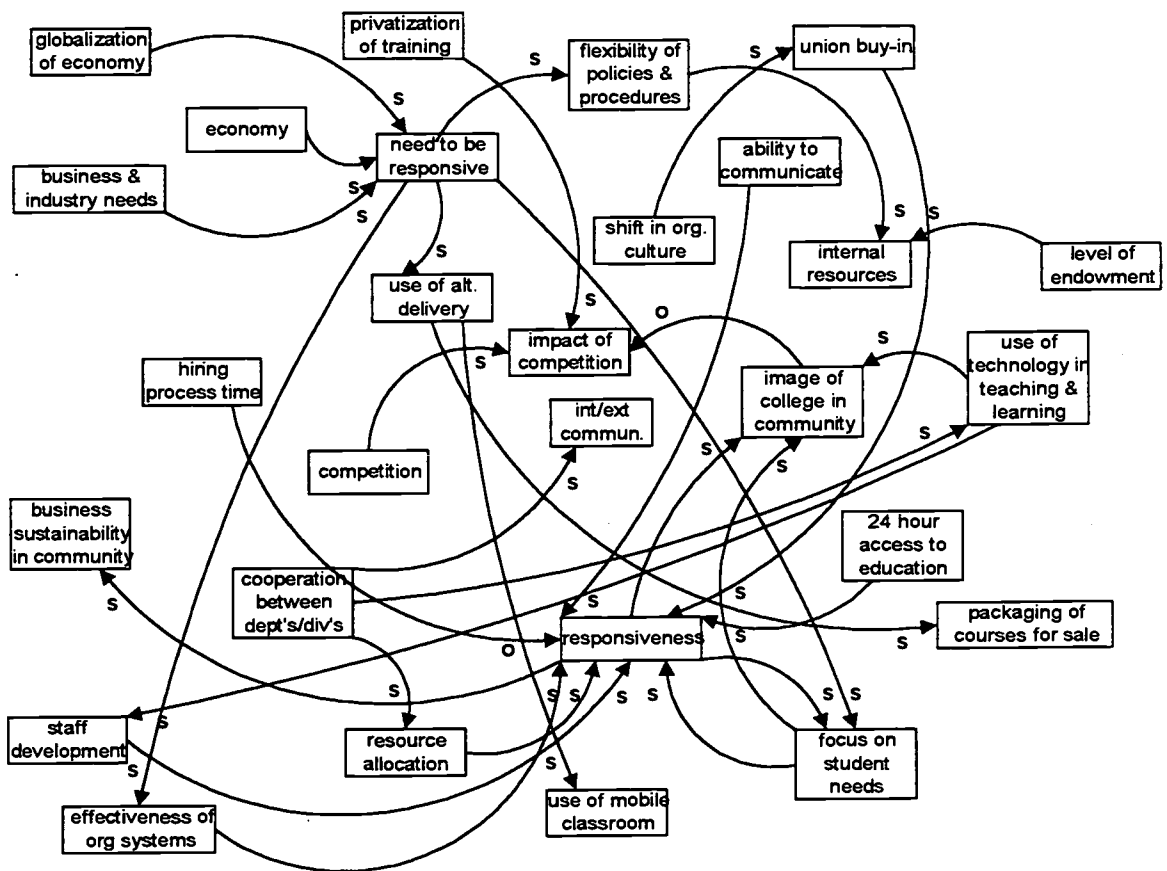
figure 4

In figure 4, the relationships between behaviors from a case study are shown. Keys to look for are the arrow directions and the letter near each arrow head. The arrow shows which behavior affects which other behaviors. The letter, either an "S" or an "O," shows the direction of the impact of the relationship. If the letter is an "S," the meaning is that, as one behavior builds or grows, the other (recipient behavior) builds or grows as well. If the letter is an "O," the

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meaning is that, as one behavior builds or grows, the other (recipient behavior) will decline or shrink. By examining the completed systems map, we can determine which behaviors will have the most impact of the system, therefore, helping to better understand the future dynamics of the scenario being looked at.

Using a systems map causes us to reexamine our mental models of the dynamic relationships at play in our organizations, and in the case of scenario planning, causes us to examine our mental models of the future.

Scenario Strategies

Once the driving behaviors are identified and their relationships are understood, it is appropriate to begin to develop potential scenario strategies. To ensure that the scenario strategies that are constructed are not only valid but a compilation of the mental models of all the participants, a process should be used that enables varied mental models to surface. This process involves the utilization of a *scenario matrix*.

The matrix is divided into five entry columns and five entry rows, for a total of twenty-five matrix positions to be filled in. The rows give the participants the ability to articulate their mental models (the beliefs and assumptions that they believe will be congruent with each column heading); the systemic structures that they believe will be present for each column heading; the patterns of behavior that will be evident for each column heading; and the visible events that will be associated with each column heading. The columns reflect the potential scenario in question, the current reality, the gap between the potential future scenario and the current reality, the action steps identified to help move toward the future scenario, and the indicators of movement toward the future scenario.

The actual process of filling out the matrix is normally completed by individuals, most often by a cross-sectional group of institutional stakeholders. This group could include students, administrators, faculty, and support staff. There is no set way to complete the matrix. Some groups begin horizontally, some begin vertically -- the only requirement is that the matrix reflect the vision of the person filling it out.

Once the group has completed filling out their individual matrices, they would begin to build a "collective" matrix; a matrix that reflects the collective vision of the group members. This process can be quite time consuming, depending on the alignment among the group members and the ability of the group to function as team.

It is important when developing the collective matrix to identify the target format for each matrix position. The columns for potential scenario and current reality

are most suited for sentence structure text, while the columns for gap, action steps, and indicators are best suited for bulleted items.

The purpose for using the matrix is two-fold. First, the matrix helps to build alignment on the planning team by creating a common knowledge base of what is and what can be. By completing the matrix and sharing the inputs, the team can develop a collective view of the future that is based on the individual perspectives of the group. Second, completing the matrix forces people to deal with three levels of knowledge. These levels are: 1) things we know we know, 2) things we know we do not know, and 3) things we do not know we do not know (Schoemaker, 1995). The object of using the matrix is not to validate or invalidate any specific future, but to think through the implications of that future (Senge, 1995).

Upon completion of the "collective" matrix, the scenario team would then repeat the process for the other scenarios identified by the orthogonal axes. This process is not a quick one. It may take months to weave the way through the existing mental models and formulate individual and collective new models for examination.

During this process, two concerns usually come up. First, a concern about the time, and, therefore, the cost, involved. Second, a concern about the relevance of the outcomes. There are no right answers for these concerns. However, when faced with similar concerns in the 1970's when presenting potential scenarios relating to what could happen to the availability of the world's oil supply, Pierre Wack responded, we "need to weigh the probability against the seriousness of the consequence -- if it happens, and you are not prepared for it." As we all remember, the seriousness of the consequence in that scenario was extremely high. In higher education, we are faced with future potentials that could have the same level of seriousness of consequence for our institutions if we do not begin to look at our mental models of the future.

Scenario planning is many things. However, it will not give higher education answers. It will not enable us to make better predictions. Scenario planning will give us the opportuntity to explore and, perhaps, expand our mental models of what the future could be, and what we can do as it approaches.

Scenario planning is about understanding the futures that might happen (Malone, 1995). Scenario planning will provide the opportunity to ask the questions that will need to be asked if we are to become better at planning for our future.

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SERVANT LEADERSHIP:

ROBERT K. GREENLEAF'S LEGACY AND THE COMMUNITY COLLEGE

By

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ACADEMY

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The term "servant leadership" has begun to find its way into management literature and common usage in our organizations. To most it represents some kind of fundamental reorientation to a core of values for both our leaders and our organizations, involving putting people and ethical considerations intentionally ahead of short term institutional or personal self-interest. Many find this especially attractive in this era of profound organizational changes that threaten to marginalize both those who work in the organizations and those our institutions were created to serve. But to most, the concept is no clearer than this, and represents in the main a yearning for value, for respect for the human spirit in the workplace.

In the late 1960s, after a lengthy career in organizational research with AT&T, Robert K. Greenleaf retired and began to develop his thoughts on organizational life and leadership in the form of essays. Within a very few years, the reflections of this gentle Quaker man had captured a wide audience and were collectively published in the first of several books, Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness. Other publications followed, as corporations, colleges and universities, and others began looking seriously at introducing his concepts into the practice of their leaders and the culture and structure of their institutions. Although Mr. Greenleaf died in 1990, his work continues to be supported through the Robert K. Greenleaf Center for Servant Leadership in Indianapolis, Indiana.

The central themes of Greenleaf's thought on servant leadership can be summarized from excerpts from his own work. This summary will include an overview of the principle of servant leadership, the mission of servant leadership, and the character of servant leadership at both the individual and institutional level.

The Principle of Servant Leadership

In one of his earliest essays on the topic, Greenleaf wrote,

"A new moral principle is emerging which holds that the only authority deserving one's allegiance is that which is freely and knowingly granted by the led to the leader in response to, and in proportion to, the clearly evident servant stature of the leader....Those who choose to follow this principle will not casually accept the authority of existing institutions. Rather, they will freely respond only to individuals who are chosen as leaders because they are proven and trusted as servants."

Greenleaf not only spent his whole career in the largest corporation in the world, but also found himself deeply engaged as a trustee and consultant with colleges and universities

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during the turbulent period of the late 1960s. These experiences combined to cause him to reflect deeply on issues of institutional alienation, the legitimacy of authority, and new models of leadership. The principles above undergird all of his later thought and writing.

The Mission of Servant Leadership

"This is my thesis: caring for persons, the more able and the less able serving each other, is the rock upon which a good society is built. Whereas, until recently, caring was largely person to person, now most of it is mediated through institutions..."

Greenleaf believed that our institutions were the glory and the bane of modern society. They are our glory because they permitted for the first time in history the extension of essential human services like health care and education beyond the wealthy few to the masses. Our hospitals, schools, universities, social agencies, etc. are one of the twentieth century's greatest achievements. But these institutions are also a bane on our existence, as anyone can tell you who has waited, injured in a hospital emergency room while health insurance is verified. The great frustration is that they were created to be of service, but often behave in unresponsive, bureaucratic, even destructive ways. Greenleaf would argue that they do this because institutions have lives of their own. They are not merely the sum total of the more or less good or evil people who populate them. And over the long term, these institutions, as well as business organizations, will behave in ways that preserve the organization, even at the expense of the clients they are supposed to serve.

Therefore, Greenleaf sees as the central mission of the servant leader calling the institution back to its fundamental mission of service:

"..to raise the capacity to serve and the very performance as servant of existing major institutions by new regenerative forces operating within them."

He describes it as "redemptive" work and explores in some detail the role of the trustees, the organizational structure, the work of the formal and informal leaders, and some of the processes of governance and management that will serve to regenerate the organization.

The Character of Servant Leadership

Greenleaf believed deeply that only a servant leader could successfully call an institution back to its basic servant ethic. Much of his best work was spent in reflection on the basic characteristics of an effective servant leader. For Greenleaf, a servant leader was characterized by a pattern of:

- persuasion over coercion

2 7 4

- "*entheos*" or sustaining spirit over ego

- foresight over control

- listening over directing

- acceptance and healing over judgment

- the art of "systematic neglect" over perfectionism.

Beneath all of these patterns I a servant leader, Greenleaf found a basic commitment to the work community marked **"by each servant leader demonstrating his or her unlimited liability for a specific community related group."**

To guide the individual choices that beset all leaders in our complex organizations, Greenleaf developed a sort of standard against which to test the decision:

"Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? What is the effect on the least privileged in society: will they benefit, or, at least, not be further deprived?"

Much of what Greenleaf writes on the subject of the servant leader resonates with a growing popular management press. The work of Kenneth Blanchard, Stephen Covey, Hyler Bracey, Scott Peck, and others contains many of the same principles of leadership behavior and style commended by Greenleaf. And the dramatic growth in the popularity of these various writers suggests that Greenleaf's hypotheses about leadership have found fertile ground in which to grow.

The Institution as Servant

Unlike much of the current literature, however, Greenleaf goes beyond the notion of a heroic servant leader transforming an organization. He points to a number of structural changes in the shape and culture of the institution that are necessary for its regeneration and continued health. Foremost among these is that the institution must be led by "regenerative trustees:"

"..the questionable performance of major institutions is not the result of incompetence or poor motives or lack of industry in the internal administration and leadership, but stems rather from an inadequate concept of trust in the governing boards and their failure to accept a more demanding role."

Several of Greenleaf's essays dwell on the preparation of trustees for more demanding roles and their obligation to accept them. This also reorders, to some extent, the way that

the trustees and senior officers share authority in the organization. Greenleaf, for example, believes that the trustees have responsibility not only for the hiring of the CEO, but also the design and staffing of the entire senior administration. In recommendations that would chill the heart of most college presidents, he even argues for an independent staff function to keep the board independently informed!

In other areas of organizational behavior, Greenleaf argues that a servant institution:

- modifies its hierarchy into teams based on a principle of *"primus inter pares"*

- honors questions and criticism

- systematically attends to its legitimacy

- acknowledges and tends to the corrupting influence of power

- makes explicit its aspirations to serve and monitors both the accomplishments and the attitudes of the served

- balances the stability of good administration with the creativity of leadership

- builds trust by performance and rejects both blind trust and trust based on charisma.

Issues for Community Colleges

Our colleges are perhaps the most vital of the servant institutions created in the twentieth century. But before we pat ourselves on the back, we would do well to recognize that this may be no more than a reflection of our institutional youth. With time, we are probably subject to the same internal forces that ultimately turn clients into sources of revenue, or worse, distractions.

Among other issues this raises for community colleges are the following:

- Are we falling prey to what Greenleaf called "the presumption of virtue?" In one of his essays, he doubted that best pioneering work in servant leadership would be done in institutions like ours because we are blinded to much of our own institutional failure by our overriding ethical mission and thus reluctant to believe reforms are needed.

- Greenleaf wrote much about the problem of power and coercion, especially of students in colleges. Are our ethical senses dulled to the thorny problems of compelling even adult students to do things our way?

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- Can anyone imagine a community college president willingly giving more authority to the board of trustees? or the trustees making the investment of time and sacrificial support necessary to healthy trusteeship?

- Has anyone seen the *primus* concept at work? Could it work in the senior administration of your college?

- What mission do we have for developing a new generation of leaders, equipped with a new set of assumptions about the nature of leading and following?

SERVING THE LEARNER:

TOWARD REALIZATION
OF A LEARNING ORGANIZATION

By

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Biographies of the Presenters

Marilyn D. Rhinehart is Assistant Dean of Fine Arts, Humanities and Social Sciences at Johnson County Community College in Overland Park, Kansas. Prior to taking that position, she served as division head for the Social Sciences Division at North Harris College in Houston, Texas. She holds bachelor's, master's, and doctorate degrees in American history from the University of Houston and is the author of *A Way of Work and a Way of Life: Coal Mining in Thurber, Texas, 1888-1926*. She recently completed a video development project for an American history text published by Harcourt Brace and is under contract to co-edit an American history reader for the same company.

In 1993, Rhinehart completed a year-long professional certification program through the Institute for Academic Leadership Development sponsored by the National Community College Chair Academy. She has also co-facilitated regional Institutes for the NCCCA in Guam, Wisconsin, and Colorado. She has served recently as an adjunct faculty member at the University of Nebraska at Lincoln, team teaching a graduate level course on the community college, and has led or co-presented workshops on strategic planning, team building, preparing for and meeting resistance to change, and the learning organization.

James M. Still is Chair of the Division of Lifelong Wellness and Leisure Activities at Delta College in Michigan. Prior to assuming the role of chair, he was a Professor in the division and also active in college governance activities. He has held a number of leadership positions at Delta, including Senate President, Chair of the Teaching Faculty, and President of the college's chapter of the American Association of University Professors. He has also directed two tax referendum and a millage extension campaign for the college. He received his doctorate in college and university administration at Michigan State University in 1995, focusing his work on the impact of training on community college chairs' leadership behavior.

Still is a 1993 graduate of the Institute for Academic Leadership Development established by the NCCCA and was selected to serve as an Institute facilitator in Guam and Colorado. He has served recently as an adjunct faculty member at the University of Nebraska at Lincoln, co-teaching a graduate course in the community college. Additionally, he has led or co-presented workshops on strategic planning, team building, change in the workplace, the learning organization, and behavioral work styles.

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Serving the Learner: Toward Realization of a Learning Organization

The concept of a learning organization has produced an increasing mass of literature in the last five years, accompanied by a whole variety of how to's and how comes. Peter Senge's *The Fifth Discipline: The Art & Practice of The Learning Organization* largely initiated the popular movement toward creating learning organizations. However, as Senge himself noted, he knew the idea would "likely become a new management fad" accompanied by all the skepticism that has doomed other "new ideas." To avoid this, he rooted the concept in a base that was intellectually challenging—that questioned the very heart of traditional hierarchical and authoritarian approaches to managing and governing. Thus emerged the ideas of:

- systems thinking (focusing on the whole rather than the individual parts)
- mental models (perspective or world view)
- personal mastery (a commitment to lifelong learning)
- shared vision (a common picture of the future)
- team learning and dialogue (suspension of assumptions and the process of actually thinking together—discovering ideas as a group that very likely would not emerge from individual effort.)

Systems thinking holds together the whole set of disciplines, but the key component to moving the concept from "fad" and the typical one or two year flirtation with new theories to habit, according to Senge, is the sustained practice of "dialoguing." In its simplest terms this means improving the way we talk and share information with one another to facilitate a "shift of mind" and true learning—whether as institutions or as individuals.

To illustrate the meaning and possibilities inherent in true dialoguing, Senge used two important "summit" meetings as examples. In 1993 he participated in the "Summit on Reinventing Government" chaired by Vice President Al Gore. The meeting was held in Philadelphia at Congress Hall where the original Constitutional Convention had been held two centuries before. He described the location in the following way.

> The Congress Hall is a room designed for
> conversation. The acoustics are exceptional. {T}he
> room is full of light. Windows surround the meeting
> area at an elevation where they can illuminate but not
> distract. Participants are very aware of the larger
> natural world outside the building, yet still focused on
> the conversation at hand. The chairs are set in a
> semicircle so everyone can see everyone else. Clearly,
> the designers of that room understood that
> conversation and self-governance are inextricably

intertwined. If we lose our ability to talk with one
another, we lose our ability to govern ourselves.

In 1787 the result of the dialoguing that occurred in that setting was a consensus
statement that changed the world despite significant disagreement between
participants and, to use a modern term, "turf-type" dissension. In 1993, the results
were not so dramatic, but Gore described the exchange that had taken place there as
"remarkable." Meaning had indeed "come through"—dialogue rather than mere
discussion had taken place—and learning, in the best sense of the word, had resulted.
For a brief time a type of learning organization or as Senge has also termed it "a
community of inquiry and experimentation" had existed.

The kind of "team learning" that occurred on both occasions demanded both
discussion and dialogue. In discussions participants voice opposing views and
defenses of them in the search for the better or best argument. In a dialogue
individuals set their own points of view aside as they listen to one another for a
creative, free exchange to take place to address difficult questions without the
obstacles that individual defensiveness and reactive responses create. Quantum
physicist David Bohm, who has made a significant contribution to an understanding
of the concepts of team learning and dialoguing, compares the collective features of
electrons, for example, with the results of a collective thought process. The "whole"
result is simply larger than the sum of its individual parts. In a dialogue the way is
clearer for true learning to occur without deference to privilege or position;
participants in this process regard one another as colleagues with whom new ideas
may be examined and tested without fear of "what people might think."

Adoption of the notions described above require a major shift in the way we think.
"Only by changing how we think," Senge contends, "can we change deeply
embedded policies and practices. Only by changing how we interact can shared
visions, shared understandings, and new capacities for coordinated action be
established." This is not comfortable for many—particularly in Western culture
where getting to the finish line is often more important than the process. In Eastern
cultures, the idea of "journey" as opposed to "reaching a final destination" is more
natural. In Chinese, for example, the word learning means to 'study and practice
constantly,' implying a lifelong effort. This "mental model" would require a basic
cultural shift for Americans. So why should we bother?

What can such a community dedicated to experimentation and inquiry do?
- Anticipate and adapt quickly to changes.
- Hasten the development of new ways of doing things.
- Learn more effectively from others in the same "business."
- Communicate well—moving information from one part of an institution to
  another.
- Learn from its mistakes.

- Make better use of its employees throughout the institution.
- Reduce the amount of time needed to implement important changes.
- Always aim to improve.

How would the members of such a community "behave?"
- See mistakes as learning opportunities.
- Share information. Everyone has access to information important to both the individual and the organization's well-being.
- Demonstrate a willingness to change structures, procedures, and policies—be flexible.
- Evaluate themselves constantly without fear of the consequences.
- Value creativity and risk-taking.
- Trust and feel trusted.
- Place responsibility and authority as close as possible to the action.
- Create self-managed work teams.
- Recognize the importance of the whole above the individual parts, striking a balance between the individual's and the organization's needs.
- Respect the "whole person."
- Involve their constituents and the community in learning across the institution.
- Seek and receive learning opportunities of all types.
- Reflect during the workday.
- Involve as many persons as possible in the most important planning of the organization.
- Model and demonstrate learning (read, listen, reflect, study).

What would this community value?
- Service to its constituents.
- Decisions based on information.
- Cooperation and collaboration.
- Effective communication.
- Inclusion.
- Creativity and innovation.
- Learning at every level of an organization.

What would be the primary benefit?
According to Michael J. Marquardt in *Building the Learning Organization: A Systems Approach to Quantum Improvement and Global Success*, the basic advantage of undertaking the perpetual "learning organization" journey may be a case of basic survival. "Organizations must learn faster and adapt to the rapid change in the environment or they simply will not survive. Organizations have to learn better and faster from their successes and failures."

Ironically, acceptance of the idea of a "learning organization" in educational institutions has been relatively slow, in part because of the skepticism about fads that Senge himself expected. An appreciation for learning lies at the very heart of educational institutions, but these same institutions cling to traditional styles of structure and organizational and individual behavior. What more practical laboratory exists for experimentation with building a community of learners—where students, faculty and staff, and external constituents can embark on an on-going pilgrimage that continually addresses the needs of an increasingly diverse, complicated, and changing world.

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SOME PEOPLE MAKE THINGS HAPPEN, SOME WATCH THINGS HAPPEN, WHILE OTHERS SIT AROUND AND WONDER WHAT HAPPENED:

AN UPDATE

By

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ACADEMY

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Phillip E. Pierpont, Ph.D.

Dr. Phillip E. Pierpont earned his BA from Loyal College, Baltimore, and his MA from the University of Scranton -- both Jesuit colleges of the Eastern Province. In 1966, he migrated to the Midwest to begin his Ph. D. studies, which were completed in 1972 with approval of his dissertation on the 17th Century American poet Edward Taylor. In 1971, he began an Assistant Professorship at Vincennes University, "the oldest college west of the Alleghenies and north of the Ohio River" and, at that time, Indiana's only comprehensive community college. In 1976, he became Division Chair of the Humanities Division, since renamed as Dean of the Humanities Division. Along the way, he also coordinated and taught in the University's prison program at the maximum security federal prison in Terre Haute, Indiana. He also has chaired the English Department. Dr. Pierpont has served on several state-level committees and currently is the Co-Chair of the statewide "Faculty Development Committee" of the Indiana Partnership for Statewide Education.

Mike Davis, A.C.S.W., C.C.S.W.

Mike Davis was appointed to the position of Associate Vice President for Instruction and Enrollment Management in January, 1996. Prior to his present position, from 1990-1995, he served as Dean of the Social Science Division at Vincennes University (Community College). He formerly served as Chair of the Sociology/Social Work Department at the same institution from 1982 - 1990. He holds a Bachelor's Degree in Psychology from the University of Evansville, and a Master of Science in Social Work from the University of Louisville. An active member and leader of numerous community, state, and professional organizations, he has also worked in community mental health centers, private agencies, and private clinical practice. He has been a participant on the Committee on Inquiry (Ethics Committee) for the Indiana Chapter of the National Association of Social Workers since 1987 and has served as chair of that committee for the past three years. He is currently teaching a course entitled, <u>Ethics for the Helping Professions</u>. He also teaches Social Problems. He is presently a doctoral student in the Nova Southeastern University's Programs in Higher Education.

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SOME PEOPLE MAKE THINGS HAPPEN, SOME WATCH THINGS HAPPEN,
WHILE OTHERS
SIT AROUND AND WONDER WHAT HAPPENED: AN UPDATE

When we presented our initial paper on this topic last year, we had been riding a 20 year enrollment improvement wave from 1971 to 1991 that had seen our enrollment grow from fewer than 1900 FTE's on the main campus to more than 6565 FTE's at the main campus and four approved sites: Jasper, IN; Indianapolis Airport; the Indiana Deaf School at Indianapolis; and the US Military payroll Center at Fort Benjamin Harrison. In the five years that followed through Spring 1996, we lost approximately 1200 FTE's -- nearly 20% of our enrollment -- and seemed to be dying by degrees through an inability to move "the powers" to act. At that point, our Division Deans formed their own ad hoc working group and formulated what we came to call our "Pathways Projects." The momentum and the accomplishments of that effort were the basis of last year's paper: we had impacted the very organization of the college, seemed to have forced the issues in the areas of enrollment management, marketing, market research, academic advising, retention planning, and other areas.

Since last year, the "Pathways" organization lost centerstage to: the need to reply to a serious North Central challenge in the areas of Governance and General Education; the full establishment of a new "site" in Elkhart, IN, in conjunction with Indiana Vocational State College and the Indiana University, South Bend campus; the change of the Jasper, IN "site" to a "campus" status; and the great energy generated by the organizational change that occurred just before we presented last year's paper: the appointment of Mike Davis as Associate Vice President for Instruction and Enrollment Management. That appointment led to the removal of Marketing from Presidential Services and of Admissions from Student Services to Mike's oversight -- both now firmly planted in Instructional Services. The most obvious fruit of that -- for us, cataclysmic -- set of changes has been systemic planning in the area of enrollment management and the shift away from a tightly controlled, highly centralized decision-making process that emanated from the "top down." Consequent to those reorganizational changes, we hired the Noel-Levitz Corporation as consultants, and they helped to direct the outflow of energy directed toward formulating a system-wide enrollment management plan with input from every area of the college: each area, whether the Bursar or the Music Department, was required to put on paper how it felt it could contribute to the reversal of our enrollment slide. Those efforts have ranged from the creation of a new set of sequential mailings -- not just scattershotting letters on a massive scale to every student that walked and breathed -- that targets students who "inquire"

and whose inquiries set in motion a "sequence" of letters designed to convert the inquirer to an applicant to the recent decision to reassign one of our most energetic and effective Division Deans, Dr. Norman Merrifield, to give specific leadership to a Retention effort that will involve such areas as reshaping our on-campus Summer Orientation and mini-orientations just before the beginning of school each Fall; improving academic advising; perhaps reassigning of a few key faculty members from the "Pathways" efforts to assist in the retention effort, and other areas of responsibility that are evolving naturally from the Retention effort.

Another change that may also prove to be cataclysmic -- Vincennes University, Vincennes Indiana is beginning to resemble earthquaked and aftershocked California -- has been the opening of the door to a major reorganization of the upper echelon -- the Vice Presidents' row -- of the administration and also to a potential reshaping of the on- and off-campus instructional divisions to as few as five on-campus instructional divisions (from the current eight) and the off-campus areas from five distinct areas to only two (or three at most). As a corollary of the reorganization of the on-campus divisions will be the possible combining of the 60 on-campus instructional departments into functionally defined "clusters" that will include 10+ FTE faculty (involving a head to "chair" the new cluster/department and retaining most of the existing department and program coordinators within the cluster to manage the issues unique to their programs. The outcome will be an increase in the use of released time for the (newly assigned/possibly elected) chair of the cluster or newly titled department. For example, one model under consideration combines several small liberal arts areas, with individual FTE's ranging from 1.2 to 5, into a new "Liberal Arts Cluster" that will have 15+ FTE's and no less than 20% percent released time for the Cluster's chair: a significant increase since none of the current chairs or coordinators has released time for his/her role, only the payment of a $500-$1000 per year stipend. The chairs and coordinators will retain their stipends and perhaps that of the cluster chair will increase beyond the current norm of $1000 for all departments greater than 10+ annualized FTE members. It's quite possible that the reorganization of the teaching divisions will result in units ranging from a low of perhaps 40 full-time continuing members (and more than 40 FTE faculty) to a high of 83-4 full-time, continuing faculty (90+ FTE) faculty members. At the time we prepared our text this effort was only into its second level of discussion -- one leading to the preparation of three or so models to be presented to the faculty for discussion and reshaping.

The Process

The momentum behind these significant changes was the result of a decision to send 19 deans and department chairs from Vincennes University to the Fourth Annual International Conference for Chairs, Deans, and other

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Organizational Leaders, sponsored by The Chair Academy, in February, 1995. Deans and department chairs had become subsumed with managerial responsibilities, thus restricting their ability to focus on strategic long-term planning and development of initiatives. Attending the conference in February, 1995, re-energized the participants and served as a springboard for developing a multi-faceted planning document later that spring. From this planning document was born the Pathways Project over the summer of 1995. In the fall of that year, over 100 faculty and staff became involved in five different project areas that are described below, along with the results of each activity. These groups met on a regular basis, often at 7:00 a.m. to conduct their business. An average of one FTE faculty position in terms of released time was provided to each of the eight divisions to allow faculty time to devote to these projects. A total cost to the institution for this released time was estimated at $360,000.

1) Strengthening the relationship between secondary and other post-secondary educational settings and Vincennes University. This group developed a one day workshop for high school counselors to review new career clusters and educational requirements designed by the Department of Education for the State of Indiana.

2) Increasing recruitment and retention efforts. This group developed proposals for a state-wide marketing research project as well as a comprehensive plan for retention efforts. As a result of this group's activities, a position of Dean of Retention and Special Projects was created and filled in the Fall, 1996. The group also developed a one-stop advising and registration process for adult students.

3) Enhancing our current delivery of instruction and services. This group developed a revised advising manual and conducted two workshops in the Spring of 1996 for advisors. In two divisions, special pilot projects were conducted of intensive advising for high risk students. At least one of these projects was further refined and continued during the Fall of 1996.

4) Developing enterprise and entrepreneurial projects. This group assisted with the development of a Learning Center in Elkhart, IN, nearly 300 miles from the main campus. Distance education courses were offered via PictureTel and on-site at many industries in one of the most rapidly growing segments of the state.

5) Enhancing the professional development of existing faculty/staff. This group developed and delivered over 15 specialized inservices during the last two weeks of the spring semester to over 185 faculty and staff. One of the more popular workshops was conducted by faculty from various departments who had been highly successful in recruitment activities. This workshop was so popular and timely that it was repeated again at the

beginning of the Fall, 1996, term and became the focus of a University-wide meeting in October, 1996. Another outgrowth of the success of this group was a decision to revamp the University's professional development meetings for the 1996-97 academic year. A campus wide committee was appointed and instead of having separate meetings for faculty and staff, combined meetings are now held every other month at different time slots to allow all employees to attend at least one of the sessions.

Perhaps the most salient result or outgrowth of the total Pathways Project was the increased awareness of the need to create some new positions within the Instructional Services Area of the University and shift the "right" people into these "right" positions. Among the newly proposed positions are:

- An Associate Vice President for Business and Industry Partnerships
- A Dean of Retention
- A Director of Grants
- An Assistant Dean for each Division

The need for these positions was a significant factor contributing to the reorganizational efforts in the Instructional Services Area that are occurring as this document is being prepared. Because of funding limitations for the 1996-97 fiscal year, released time could not be provided again for faculty. This lack of time and financial resources has further exacerbated the need for the reorganization to occur, and soon.

Summary

The purpose of this report is to demonstrate how significant change in an institution can result from one simple initiative. Two years ago, the President of the University asked the deans how he could help them become more effective leaders. From that request came the proposal to send 19 deans and department chairs to the same type of conference that you are attending today. The results described above are all a direct result of that initiative. Since that first trip to the Fourth Annual International Conference for Chairs, Deans, and other Organizational Leaders, the University has sent a total of 15 more participants to this annual event. Although sometimes a controversial decision in the face of declining financial resources, the benefits to the institution have far exceeded the costs.

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A STATEWIDE CURRICULUM INITIATIVE THAT EVERYONE LOVED!

WE'LL SHARE OUR LEADERSHIP SECRETS WITH YOU

By

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ACADEMY

A Statewide Curriculum Initiative That Everyone Loved!
We'll Share Our Leadership Secrets With You

Sixth Annual International Conference for Community & Technical College
Chairs, Deans, and other Organizational Leaders
February 12-15, 1997

Presenters

Mary Ann Jackson has been involved in the field of Adult Basic Education, first as an instructor and then as a state-level administrator, for 21 years. As the Adult Basic Education Consultant at the Wisconsin Technical College System Board, she administers the Adult Education Act and works with the programs statewide. She has an MS in Adult Education from the University of Wisconsin-Madison and is currently the President-elect of the National Council of State Directors of Adult Education. Ms. Jackson's role in the curriculum project is in state level development, coordination and implementation.

Carole Hovde has been involved in adult education for 18 years. Her experience ranges from business education instructor, continuing education supervisor, and project coordinator to current position as Associate Dean of Basic Education and Special Services at Waukesha County Technical College in Wisconsin. Ms. Hovde is President of the Milwaukee Council on Adult Learning and has held office in the state and local positions in Wisconsin chapters of the American Association of Women in Community Colleges. She has a BBA in Business Education and a MS in Continuing and Vocational Education from the University of Wisconsin-Madison. Ms. Hovde served as facilitator for the Wisconsin Technical College System Basic Education Reading Curriculum Subcommittee.

Evelyn Miller has 20 years of teaching and administrative experience. Currently she teaches English and Basic Education at Nicolet Area Technical College in Rhinelander, Wisconsin. She has a BS in Secondary Education/English and an MST as a Reading Specialist. She is currently working on a second master's degree in English and serving as chair of Nicolet College's Teaching, Curriculum, and Instructional Resources Committee. Ms. Miller served as facilitator for the Wisconsin Technical College System Basic Education Social Studies Curriculum Subcommittee.

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State of Minnisconsin Technical College System
Case Study
Statewide Curriculum Initiative

Background

The Minnisconsin Technical College System is a public post-secondary system which offers specific occupational training below the baccalaureate level and university transfer courses at the freshman and sophomore levels. The mission of the system is to provide occupational competency programming, occupational upgrading and continuing education, basic education, career planning, economic development leadership, career ladder oportunities, personal development/critical life skills training, self-enrichment opportunities, and cultural diversity programming.

Each of the 16 technical colleges in the system is home to an adult basic education program which serves its local geographic area. The mission of the basic education programs is to offer an adult school-to-work education continuum in which adult learners can complete secondary education, prepare for post-secondary education, attain and retain employment, and become informed, productive citizens and family members. Over a 20-year evolution, the program has seen these changes.....

- large increases in the number of students served
- a wider variety of special initiatives, including workplace education, family education, jail programs, etc.
- increased political visibility in terms of services related to welfare reform and economic development initiatives
- societal and workplace demand for higher academic and employability skills at entry level
- less focus on credentials and more on ability to meet entrance test requirements in business and industry
- few changes in the text materials (except in the shiny covers!)
- movement toward use of technology as a learning tool and as a job skill
- movement away from open entry admissions
- demand for higher levels of accountability from federal, state, and other funding sources
- demand for shorter "turn around" times for students to accomplish their goals and get on to the next step in their lives
- increase in underprepared students coming from high schools
- increased cooperation and collaboration among the 16 technical colleges

The Problem

For a variety of reasons, it has been decided that there is need for more uniform exit competencies in basic education programs throughout the state. How does the Minnisconsin Technical College System determine what competencies should comprise a basic education curriculum to ensure that students who leave the program will be ready to successfully enter jobs or college?

Your Challenge

Develop a plan to create a system-wide curriculum for the Basic Education Program. Consider as many factors as possible which will address the issues listed in the Background section on page 1 of the case study. The plan should address the following critical issues:

* How to get and keep the **support** of top level administration at state and local levels
* How to get staff from 16 technical colleges to buy in to **common** competencies
* How to assure **involvement** of all 16 technical college districts
* How the overall effort will be **coordinated**

Team Makeup

Your team includes the state coordinator for basic education, a vice-president of instruction at one of the 16 technical colleges, two or more local basic education administrators, and two or more faculty members. (You will probably need to do some role playing.)

Additional Information

Organizational Structure of a Typical Basic Education Department
Dean of Academic Development
Associate Dean of Basic Education
Lead Instructors
Full-time faculty
Part-time faculty
Educational Assistants
Other support staff

Basic Education Academic Areas
Communication
English as a Second Language
Mathematics
Reading
Science
Social Studies

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STEPPING ON THE TIGHTROPE OF QUALITY

By

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ACADEMY

Sally Pearson, *B.S.N., M.S., M.S.N.*

Ms. Pearson has been the Dean of the Department of Health Occupations at Albuquerque Technical Vocational Institute (TVI) for six years. She came to this position after working as a nurse manager and nurse educator for more than ten years. Sally has master's degrees from the University of New Mexico in Health Education and in Nursing and is currently working on her dissertation for a Ph.D. in Educational Administration.

Sally has been involved with the Continuous Quality Improvement (CQI) effort for seven years. As a member of a quality organizing team in a large state-wide hospital system in New Mexico, she assisted in the development and implementation of a system-wide CQI effort. At TVI, Sally is a member of the CQI Steering Team, a CQI trainer, and has facilitated several departmental and institutional committees.

Geraldine L. McBroom, *B.S., M.A., Ph. D.*

After twenty years of teaching English at the secondary, undergraduate, and graduate levels, Dr. McBroom became Assistant Dean of the Department of Arts and Sciences at TVI. Her undergraduate and master's degrees are in Literature and Linguistics and her Ph. D. is in Humanities Education with areas of specialization in writing and teacher training.

In addition to departmental duties, Gerry is a CQI trainer, facilitates the Institutional Planning Committee, serves on the Realignment and Instructional Computer Resources Task Forces, and has been on the CQI Steering Team. She also was a facilitator for Strengthening Quality in Schools, a state-wide CQI project involving elementary and secondary teams.

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Stepping on the Tightrope of Quality

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Albuquerque, New Mexico

INTRODUCTION

An accepted way of doing business in manufacturing, health care and other service industries and a recent innovation in community colleges is Continuous Quality Improvement (CQI). CQI is a management philosophy which does what it says: sets up ways for continuously improving the quality of processes and systems. Although the ideal is an institute-wide change to CQI, any division of a college can embark on the process of improving through this systematic approach. CQI takes the commitment of leadership to begin and support systemic change.

All leaders should be forewarned: CQI requires time, money, and patience.
- Planned improvements do not occur rapidly. Once a problem is identified, a plan is developed; this is implemented on a small scale then is checked for improvement before a large-scale implementation is planned. The old attitude of "I think we ought to change this tomorrow" must be replaced with "Let's look at the data and see if we can make a reasonable long-term change."-- **Decisions become driven by more than gut reactions.**
- Resources must be invested in training materials; faculty and staff must be released from some of their regular duties to participate on project teams. -- **This investment up front pays off in the long run.**
- Patience must be exercised in dealing with people. Some people adopt to new processes immediately, seeing the common sense of the underlying principles while others resist. -- **Many resistors become adopters when they see that CQI works.**

If community colleges are to remain responsive to their community stakeholders, college leaders must understand and practice CQI principles, using CQI tools. However, long reading lists, time pressures, and ideas which sometimes seem abstract, "touchy-feely," or too much a part of corporate cultures are some of the obstacles which can appear overwhelming and deter busy administrators from embarking on the quality journey. Even if CQI appears to work for others, the biggest problem facing busy administrators can be how to begin. An administrator doesn't have to be an expert in CQI; he or she just has to be committed to learning and improving and must be able to organize the appropriate teams to get the process started. These are skills most administrators already have. CQI knowledge comes later in the context of learning and doing.

Based on experiences gained from work on CQI efforts in a metropolitan hospital and a large community college, the following outlines the first steps a college administrator can use to begin a CQI process.

THE FIRST STEPS

A. Commitment to Improving
Chief Administrative Officer (President, Dean, Chair)
It is imperative that the chief administrative officer believe in this management philosophy. He or she must be willing to commit time and resources to this effort. As projects unfold, the chief administrative officer must be prepared to outline project parameters and be willing to change the "way it's always been done." Most important, the chief administrator must be the organization's role model for the quality effort.

B. Setting up Teams
Administrative Team
This team is composed of the administrative managers who are the first to participate in basic training to learn the principles of continuous quality improvement. These people need to be willing to try a new management philosophy and to commit resources to this effort. Finally, they need to demonstrate complete buy-in.

Quality Organizing Team
This core team is composed of two to four people who are released from their regular work load to devote at least half-time to spearhead the quality effort. After extensive training and research, they develop the plan for implementing CQI. The members determine all materials, deliver training, and facilitate Pilot Project teams. This part of the effort requires a substantial financial commitment from the college.

Steering Team
Created by the Quality Organizing Team, the Steering Team is a diverse group composed of five to twenty members from a variety of areas; faculty and students should be included in this team. After the members receive basic training on quality principles and tools, they provide a forum for critique and discussion of CQI implementation.

C. Building an Implementation Plan
The Quality Organizing Team uses its knowledge of the organization, CQI principles and tools, and best practices to develop an implementation plan. This plan should include, but is not limited to, the following: training, conducting a baseline survey, forming the steering committee, initiating pilot projects, and cascading the quality endeavor.

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D. Pilot Projects
Pilot Project Teams
Using the baseline survey data to determine project areas, the Quality Organizing Team
sets up pilot teams composed of five to ten people who will use CQI processes and tools
for improvement. All pilot team members receive training which is immediately applied to
their project. At the completion of the projects, all pilot participants have a consistent
method which they can use in other problem-solving teams.

THE NEXT STEP: EVALUATION AND ROLL-OUT

The Quality Organizing Team evaluates the completed activities, including the training
process and materials and the success of the pilot projects. A key component of this
evaluation is assessing the administrative response to and support of the proposals
developed by the pilot projects.

The next step, the roll-out, can be developed only after data analysis from which a
continuation plan is written. This plan might include the following:
- revising training and teaching materials
- identifying on-going structures for training
- organizing future projects
- creating a quality reward system
- establishing an information clearinghouse
- connecting with local and national quality initiatives

CONCLUSION

Community college leaders can ease their load with a CQI process for improving the
quality of their organizations. No longer is it up to the administration to "fix" all of the
problems. Faculty and staff are aware of ways to address problems and are involved in
the solutions. The first steps are those at which administrators are already experienced:
organizing people and giving them training. Although an initial investment is required, the
return on this investment can be gratifying.

STRANGERS IN THEIR OWN LAND:

PART-TIME FACULTY IN AMERICAN COMMUNITY COLLEGES

By

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Paper Presented at the
Sixth Annual International Conference for
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ACADEMY

Presentation Paper was not Submitted

For additional information regarding this presentation, please contact Mark Milliron from the League Innovation in the Community College at (714) 367-2884.

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STRATEGIES FOR "DOING" THE LEARNING PARADIGM

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<u>Biographical Sketches</u>

Dr. Nicki Harrington

Dr. Nicki Harrington is currently the Vice President of Teaching and Learning at Moraine Park Technical College in Fond du Lac, Wisconsin, and teaches graduate level business and education courses. Prior to her current position, she was a faculty member and an academic administrator in the California Community College system for eighteen years. Dr. Harrington is also a consultant in the areas of instructional design, outcome assessment, and organizational and team development.

Dr. Jim Harrington

Dr. Jim Harrington is currently a professor in Educational Leadership at Marian College in Fond du Lac, Wisconsin. He has been a school principal, a school superintendent, and has held numerous college administrative positions in both academic and student services. Dr. Harrington has also taught at all educational levels, including K - 12, community college, and both undergraduate and graduate university programs.

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Introduction

Much has been written in recent years about the need for education to shift from an instructional to a learning paradigm. A paradigm is a "world view", a way of seeing, a pattern, a lens through which one views the world. A "paradigm shift" is a new way of seeing or believing the world to be, a new understanding, a new "pattern," a new lens through which one views the world. Barr and Tagg (1995) apply this to the educational arena, stating that our schools by in large have existed "to provide instruction". They call for educational reform that focuses on our schools existing instead "to produce learning."

Educational Leadership and the Learning Paradigm

Today's educational leaders swim amidst such jargon as "TQM", "CQI", "strategic planning", "institutional effectiveness", outcome assessment, and organizational leadership. They certainly "walk the tightrope" of coping with these external waves of "the latest fad" while attempting to remain focused on why they went into the field of education to begin with, i.e. the notion of generativity -- to help students succeed and realize their personal and career aspirations.

What Barr and Tagg (1995) describe in their article <u>From Teaching to Learning</u> is the need to return to the principle, the value, of focusing on <u>learning</u>. So, what are some of the practical strategies for "doing" the learning paradigm? And, how does one address such concepts as quality management, strategic planning, institutional effectiveness, and organizational leadership in a learning paradigm?

Quality Principles in a Learning Paradigm

The educational leader must be committed to the principles of quality management: employee participation, customer satisfaction, and continuous improvement. How are these applied in a learning paradigm?

Employee Participation

Each employee in a school (whether he/she be a manager/administrator, teacher, or support staff) must be able to play a role in decision making. Since each employee's interaction with the learner is unique to that individual's work role, participation in decision making generates a focus on the learner through multiple facets of that learner's educational experience.

Customer Satisfaction

Operating in a learning paradigm suggests that the satisfaction of the learner (the customer) is paramount in all that we do. Systems and processes should be user-friendly, with the educational arena moving "around the learner", rather than the learner trying to weave his/her way through a series of either bureaucratic or referral steps to access

services and/or learning opportunities. "One-stop-shop" student services, and multiple time, pace, place, and delivery options fit the learning paradigm.

Continuous Improvement

Student satisfaction, academic achievement, and goal attainment measured on an individual learner basis is also critical for a school's outcome assessment process to be in a learning paradigm. Continuous improvement efforts must focus on the degree to which individual learners' needs are met and goals are achieved, rather than such indirect measures as headcount, graduation rates and the like.

Leadership Principles in a Learning Paradigm

The educational leader must ensure that every aspect of the school is congruent with the learning paradigm. Stephen Covey's (1991) Principle Centered Leadership is helpful in developing this congruency. Covey describes the importance of leaders modeling trustworthiness in order to develop trust throughout the three components of pathfinding, aligning, and empowering.

Pathfinding

Although a school's customer base and stakeholders may include employers, taxpayers, chambers of commerce, and various regulatory and governmental agencies, the school's "product" is learning, and therefore the primary customer is the learner.

In developing school mission, vision, and value statements, with their accompanying strategic and operational plans, educational leaders must place the learner at the center. To move to a learning paradigm means that such statements should not describe what the school is or does, but rather what role it strives to play to impact learning and the learner.

Aligning

Once clear direction is established, educational leaders must begin the challenge of aligning systems and processes, within the learning paradigm, congruent with the school's mission and strategy statements. The primary teaching and learning system should be aligned first. It's major processes should be developed focused on the learner, including such areas as identifying customer requirements, planning learning opportunities, marketing and recruitment, student intake, enrollment management, learning support, teaching and learning, and outcome assessment.

The school's support systems, then, must also be aligned, within the learning paradigm, with mission and strategy statements. Such support systems include organizational infrastructure (including communication mechanisms), information technology, human resources, finance, and physical environment. These systems cannot function as their own entities, but rather must be aligned in support of the primary system, which is focused on the learner. Practical and innovative strategies for aligning the

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primary and support systems and processes in a learning paradigm will be explored at the Chair Academy's Sixth Annual International Conference, through an interactive session so entitled by the authors.

Empowering

As described previously, using quality principles includes educational leaders empowering employees to play a role in decision making at those points in which they are in direct contact with the student customer. Aligning the primary and support systems and processes previously described, with mission and strategy statements written in a learning paradigm, can only be done by involving those close to the customer so as to get the results desired - i.e. student satisfaction, academic achievement, and goal attainment for each learner.

In the primary system, faculty and their team leaders/managers must be involved in scheduling, enrollment management, marketing, and assessment processes. Delivery methods to meet students' time, pace, place, and learning style preferences must be decided upon involving those closest to the respective customer base (e.g. English majors, nursing, or computer integrated manufacturing).

Support service staff, including those in information technology, human resources, maintenance, staff and organizational development, etc., must work closely with teaching and learning faculty, counselors, and learning support services staff to ensure decisions are made in a learning paradigm, by working closest to the student customer.

Lastly, school managers, faculty, and staff must be empowered to work closely with other educational institutions, employers, and the community to ensure decisions are focused on each learner as an individual, upon goal attainment at the school, and for future personal and career aspirations.

Summary

In summary, the educational leader must explore and utilize strategies to "do" the learning paradigm, incorporating principles of quality, institutional effectiveness, strategic planning, and organizational leadership. Only in this manner can our schools actually focus on learning and each individual learner's success.

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TAKE A LOOK IN THE GLOBAL MIRROR:

WHAT DO YOU SEE?

By

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ACADEMY

BIOGRAPHY

Peter van Amelsfoort (1952) studied history, social sciences and business sciences at the Universities of Leiden and Utrecht and Tilburg.

His background includes 19 years of teaching and administration at several colleges in the 's-Hertogenbosch area.

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Nannie van Berkum (1947) studied educational theory and Dutch language and literature at the Universities of Utrecht and Nijmegen. She also studied communication in organisations and specialised in analyses of business communication.

She started teaching Dutch literature and communicative skills, was president of a health-care college and is currently director of Marketing & Communication.

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TAKE A LOOK IN THE GLOBAL MIRROR; WHAT DO YOU SEE?

INTRODUCTION

Our world of education is changing. Students, faculty and management will need to under stand people of different cultures and learn to communicate and compete with them if they are to succeed the world of work. In the colleges the responsibility for the implementation of internationalizing and multi-culturalizing the curriculum falls on the academic deans and department chairs, but the commitment must come from the top administration and governing boards.

One step that can be taken toward curriculum change is international cooperation.

To start a kind of cooperation in the field of education with an other country has almost something of an adventure in it. Despite good regulations and preparations you never can be sure what the outcome will be. So, special in the beginning flexiblity, creativity and lots of time are top priority.

We have to beware lest "going international in education" becomes an empty rhetorical expression. It is a fashionable expression that covers a broad range of overlapping and also often conflicting activities, priorities, definitions and perceptions.

The debate on issues of quality in international education generated what might be described as a mixture of inspiring excitement and vague uneasiness about the broader implications of the international component in education: international education is still perceived as a peripheral, rather than an integral, element of education.

GENERAL REMARKS ABOUT INTERNATIONAL EDUCATION FROM THE MANAGEMENTPERSPECTIVE

The development of succesful strategies for the truly pervasive internationalisation of edu cation in Europe and elsewhere remained unfinished. Among the components which immediately come to mind are the following:

Faculty:

* teaching assigments and exchanges

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* creative contributions to distant learning

* sabbaticals abroad

* direct involvement and participation through continual networking
  and personal contacts

* sponsorship of foreign students and colleagues

* attitude and philosophical changes

* joint curriculum development

* intensive courses and summer schools

Students:

* arrangements for individual mobility

* organised exchanges

* distance learning awareness and active participation

* study abroad

* foreign student reception and hosting

The list is certainly indicative rather than exhaustive, but it serves to highlight the importance
of being precise in the indentification of various aspects of "international education".

To take an example, a given study abroad programme may be embarked upon by an
institution for reasons such as:

* Providing students and faculty with a wider range of topic specialisations than could
  be provided at the home institution alone,

* Enhancing the 'international' profile of graduates and faculty, both personally
  and professionally,

* Adding a foreign socio-cultural dimension to studies,

* Improving the foreign language competence of students and faculty across a certain
  range of disciplines,

* Improving the institution's reputation abroad,

* Testing the ground for possible future cooperation on a larger scale,

And the inventory could certainly be complemented still further.

Human resource management is a key element in improving performance and reliability. At the centre of managing people is the need to listen, to delgate, to train or retrain, to encourage, to reward and to sanction. The remotivation and retraining of faculty is essential for revamping educational systems all over the world. Facultytraining should cover both intellectual training and the practical skills of communicating knowledge to future students. Faculty should be assessed regulary on their pedagogic skills, the content of their courses, their willingness to undergo further teaching-training, and the results of their students. Effective faculty should be encouraged and rewarded to progress in their careers beyond those that perform less well or not at all.

HOW WE USE THE INTERNATIONAL PART OF EDUCATION: FACULTY

Exchange programmes with faculty in other countries can be usefull to in the field of trai ning (and rewarding?).

The idea in our college is to develop a special and continually improving international exchangeprogram. The plan seemed monumental. When budgeting and other issues were considered we decided to start this untested program as a pilotproject.

Initially my college was focused on student and faculty exchanges of short duration regarding students and faculty in various disciplines.

Our main goals were:

*   To give students and faculty the opportunity to experience another education
        system, another culture.

*   To stimulate internationalization of the curriculum in our college.

*   To stimulate a kind of integration in the foreign culture by working with the home-
        stay formula through reciprocal exchanges and shadowing experiences.

*   The faculty-exchange was also focussed on human resource ideas.

At first, some our faculty were reluctant in accepting the new ideas that management brought back from visits to US-community colleges..

To ease these skepsis it was decided by the board to send some groups of facultymembers abroad.

Everthing was very carefully prepared and during one of the meetings before departure a special course was offered: "How to survive in the States as an European". Faculty were taught about American habits, school systems and language differences.

Upon return from their visit to the United States, the groups were:

*   Exhausted (thinking and talking in a foreign language all day long for two weeks is very demanding, both mentally and physically.

*   Full of new ideas (they have experienced another way of thinking and working)

*   Enthusiastic and motivated with many new experiences, fresh ideas and personal/professional contacts.

Subsequently, when US-faculty boarded they knew they would fly to Europe, however most of them did not know what to expect. Similar to their European counterparts, many aspects changed quickly.

They visited industry, did job-shadowing, had many discussions with faculty and students. These faculty-exchanges have build some real friendships and that is also a very relevant part of international cooperati, i.e., the formation of lasting personal as well as professional understanding and growth.

HOW WE USE THE INTERNATIONAL PART OF EDUCATION: STUDENTS

The studentexchanges took place in small groups.

The faculty did not know what to expect, neither did most of the students.

The studentexchanges, as well as the faculty-exchanges, were based on homestays.

The Dutch students attended academic lessons as well as visit to industrial businesses.

Various special activities were organised for them. They received a very thorough impression of the American way of life. Some of them hope and intend to return to their workplacement in US-industry and to encourage other Dutch students to do the same in the future.

The US-students who visited the Netherlands attended lessons in English.That was a special experience for both Dutch faculty and students. Thes unique lessons in English will be the

The US-students also were given the opportunity to participate in workplacement with Dutch industry.

Weekends were reserved for cultural and family activities.

CONCLUSION

We have learned that one of the initial ingredients for a succesful program in the field of international education is: "Commitment of faculty", i.e., positive awareness, acceptance and involvement.

Facultymembers need to change and accomplish work that was unknown to them.

You need special faculty who are willing to start things like this. But I believe it is a worthwhile challenge..

It is apparent that as we approach the 21th century, there are many frontiers that we must be

venturing and investigating.

I sincerely believe that one of these challenges is: An ever-expanding focus on International Education.

International education is:

*   worthy of our time and effort

*   an activity that will positively reach, affect and change many people

*   a contribution that colleges all over the world, with their focus on access and
        partnerships with business and industry, are uniquely designed to make.

*   an underlying yet very powerful social catalyst that can influence and foster
        global progress and peace.

*   similar to international Business, it will not happen by itself, people must make it
        happen: people like you!

TEAM-BUILDING THROUGH TECHNOLOGY:

USING A NEWSLETTER OR A WEB SITE TO ENERGIZE YOUR DEPARTMENT

By

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Steve Boettcher is presently serving as the Evening Chair and Summer Coordinator of the Mathematics Department at Scottsdale Community College. He is also a full-time professor of mathematics and computer science, and the web master for the Math Department web site. Steve received his Master's degree in Applied Mathematics from the University of California, Los Angeles. He has also done graduate study at Arizona State University in statistics, industrial engineering, and education. In 1994, Steve served as an examiner for the Arizona Governor's Quality Award, an effort to promote continuous improvement in the public and private sectors. He is currently involved with Motorola's Ambassador Program, which aims to enhance the employability of students by integrating business requirements into the math/science classroom.

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Introduction

Maintaining *level of interest* and *focus on goals* is a challenge in many college departments. Arguably, the most difficult problem facing a department chair is to inspire a shared vision of what the department should look like in the future[1]. The feeling of being disconnected from one's colleagues and from the departmental mission is particularly acute among part-time instructors. As has been noted, "It is very important to integrate adjuncts into the department and culture of the college to assure a quality learning experience for the students."[2]

Solving this problem requires faculty teamwork. As Daniel Phelan pointed out, "The implementation of a team yields a synergy not otherwise achievable through individuals acting independently."[3] But how is it possible to inspire collective teamwork among a large department of highly mobile faculty?

A departmental **forum** can foster the necessary shared vision and teamwork. By a "forum" we mean a *central means of communication* that is *well constructed, regularly updated*, and *widely accessible*. Such a forum can weld the members of a department into a tighter unit, and concentrate the energy and participation of all groups involved in the educational project.

We have played leading roles with two varieties of departmental forum— a newsletter and a World Wide Web site— and have witnessed their impact. With a bit of hard work, these forums have taken on a life of their own, repaying our efforts many times over. In the pages of *The Right Angle*, a monthly newsletter edited by one of us, there are informative items written by many full- and part-time faculty, and even students and tutors. The newsletter has drawn rave reviews. A knot theorist from Columbia University, who was profiled one March in conjunction with Women's History Month, got hold of the article during her sabbatical in Israel and wrote back: "What a caring department you have, and the effort you put into your work! With more departments like yours people would no longer be able to say that American students are not interested in mathematics. The newsletter is just great!"

A forum can also help energize colleagues in other disciplines. One of us, soon after setting up a web site last August, gave a twenty-minute campus presentation on "Creating Your Own Web Page". With the aid of a computer projection device, faculty in attendance from the Mathematics and Science Division of Scottsdale Community College previewed the new site. At the end of the talk they broke into applause, and the presentation helped solidify plans by a chemist, a physicist, and a biologist to set up their own departmental web sites.

A Six-Step Planning Process

Both newsletters and web sites rely heavily on computer technology, but it turns out that the key concerns are not the *technical* but the *policy* questions: purpose, audience, participation, etc. Such questions are addressed in a **planning process** that should begin well before the forum is established, and should be renewed continually after it is underway.

We have formulated six decision steps in the planning process:

1. Purpose
Begin with the question, What specific problems are we trying to solve by setting up a forum? Your objective, for instance, might be to exchange ideas about teaching and learning, or to provide detailed information about courses and other educational resources.

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2. Audience

Given your objectives, what audience should you target? Your forum can potentially involve not only students and colleagues, but also faculty in related disciplines, administrators, people at other schools or, in the case of a web site, unknown persons around the world. Identify and prioritize these groups.

3. Content

Determine what types of information and activity suit your audience. Ask yourself, What do they want to know? What types of information would we like to share with them? Is this information available elsewhere more easily, or is it something extra that is valuable? For example, to foster faculty exchange of ideas about teaching and learning, you might include teaching tips, reports from conferences, and discussion or debate about current problems within your department or discipline. If your goal is to provide students with information about courses and other resources, you might decide to include discussion of new or improved courses, of computer facilities, faculty biographies, tutoring and other support services, and awards and scholarships— rather than simply duplicating the college catalog.

4. Technique

Select procedures and technologies appropriate to the type of forum you envision. Suppose you decide to publish a newsletter: you will need to work out details about news gathering, writing style, word processing, graphics, layout, photoduplication or printing, and circulation. If you decide to set up a web site, you will need to grapple with such issues as what hardware and software to use, how to make your web pages easy to navigate and engaging, and whether and how to provide color, animation, sound, and/or restricted access. Some of these details are discussed below, and we point you to further resources.

5. Participation

A forum isn't really a forum if it is a passive and one-way affair. If everything comes from the editor or the web master, while your colleagues simply read and go on to the next page, then you won't get the synergy and collective energy that you aimed for. Instead, develop procedures, teams and technologies to ensure two-way and many-way participation. Learn to solicit help, ideas, letters, articles, teaching tips or notes from students, faculty and others. Launch debates, or pose challenging problems and ideas for student projects. Even a casual reader or web site visitor can be "funneled" to a point of contact and make a contribution.

6. Ambition

Aim for the right level of ambition. If your goals are too modest, you won't be able to elicit the kind of strenuous teamwork that kindles interest and enthusiasm within your department. Start your forum modestly, but never underestimate the multiplicative effect (synergy) of a collective effort, including its ability to turn negative inertia into positive momentum. On the other hand, you will need to sense the point beyond which additional effort yields diminishing returns.

Never view your forum as an end in itself. It is a means to promote shared vision and teamwork. If it is anything like ours, it will do so in two different ways. There is the collective effort involved in publishing and in maintaining lines of communication, as when different colleagues write or contribute in various ways. More broadly, there are those who will take action based on the ideas presented in your forum, as when faculty or students decide to try a new method of teaching or learning, or to develop or enroll in a new course.

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The Nuts and Bolts of Publishing

Few people will read or write for a newsletter that is uninspired. The role of pictures in catching the eye makes it important to combine **graphics** with **text**. Word processors and optical scanners make it easier to embed digitized graphics in your documents, although you may occasionally find yourself resorting to the lower-tech method of scissors and glue.

Another key method to increase reader interest is to combine **news** with **features**. If your newsletter is one-sidedly filled with straight news reports about textbook adoptions, placement test statistics, new hires and the like, then it will be as dull as a stack of department memos. Your publication needs to be topical but also "colorful", so include some feature stories such as profiles of interesting students, position statements on controversial issues, or commemorations of red-letter dates. These can be written in a journalistic style.

Other important elements of your newsletter are a **nameplate** (a banner containing the name, subtitle, logo, date, and issue number), a **masthead** (a box giving the name and whereabouts of the editor and the host department), catchy **headlines** using active verbs, and an **events calendar**. Such elements are discussed in a useful paperback by Mark Beach.[4]

From time to time, a **special issue** suddenly takes shape in the mind of every newsletter editor. Go with it. There have been issues of *The Right Angle* devoted to learning disabilities, calculus reform, collaborative learning, distance learning, National Mathematics Awareness Week, and the 50th anniversary of electronic computers.

Naturally, you will distribute your newsletter to instructors and administrators. But depending on the content, you might want to ask selected faculty to pass copies out in their classes or at college open houses, neighboring high schools, conferences and other special events. If you set up a web site, your newsletter (and its archives) will be one of the first items you will want to make available.

What is the World Wide Web?

Once a network of U.S. military computers, the **Internet** has grown to encompass millions of governmental, commercial, academic, nonprofit and personal users across the globe. The **World Wide Web** (WWW, or simply "web") is a large and dynamic portion of the Internet. On the web, it is easy to offer modest quantities of **multimedia data** (text and audiovisual information), and for others to **browse**, or quickly scan, millions of such offerings to see what is available and to access the information. (The web is not well adapted for transferring a huge quantity of data, where other Internet protocols such as Gopher and FTP are better suited.)

The basic structure of the web can be thought of in terms of servers, sites, and pages. A file **server** is one of the millions of interconnected computers used to hold multimedia data for access by others in the web. Each server contains one or more "storefronts" or **sites**, one for each corporation, agency, or individual using that server to store their data. Each site in turn consists of one or more **pages**, which is a quantity of visual data taking up roughly one computer screen.

Just as traveling to any storefront requires knowing its unique address, so too accessing the data on any web site requires knowing its unique address or **uniform resource locator** (URL). One of the defining characteristics of the World Wide Web is that key phrases on the screen can be highlighted as **hypertext links**, which means that if a user wants more information about them, he or she can click on them with a computer mouse, and

a URL will be used to automatically "transfer" them to the corresponding web site— even if it is halfway around the globe. The users of the web are thereby linked together in an unusually rich way. In order for this and other features of a web site to work, the instructions detailing how its data are to be displayed must be written in **hypertext markup language (HTML)**.

Creating Your Web Site

If you haven't done so yet, a key step in setting up your own site is to browse the web and to find department sites that are appealing to you and that parallel your needs. You will notice that web pages can become quite elaborate— but often they need to be somewhat elaborate in order to be convenient to use as well as interesting.

To create a web site, you will need:
- a web browser (e.g., Netscape Navigator or Internet Explorer[5])
- a simple text editor, which normally comes with your computer system (e.g., NotePad for Windows; TeachText or SimpleText for the Macintosh)
- knowledge of a few basic HTML codes, also called "tags".

If you are a "beginner"— like we all were at the outset— you might feel a bit intimidated by the prospect of learning a whole computer language (HTML) just to get started. If so, the simplest approach is to take someone's page that you like, and edit it to include your own content. If your college has a web site, you can build your own pages by using your colleagues' pages as templates. If not, you can browse other web sites and borrow accordingly.

Whenever you see something nice that you want to emulate on your own site, find out how it was done. If you select View and then Source (or Document Source), you can examine the HTML instructions that created that page. With a bit of practice, you can copy or edit the instructions as desired. *But be careful to respect copyrighted material.*

There are also **page wizards** that automate the writing of web pages, so you can set up a site from scratch knowing little or nothing about HTML. Many of these can automatically translate your own computer documents from WordPerfect, Microsoft Word, or other formats into HTML format. They typically sell for around $100 - $150. Examples include Internet Assistant (Microsoft), WebAuthor (Quarterdeck), PageMill (Adobe), Navigator Gold (Netscape), Home Page (Claris), and Myinternetbusinesspage (Mysoftware).

If you are ambitious and want the slickest sort of web pages, you should eventually learn HTML itself. There are many on-line tutorials about HTML— so many that people speak of a virtual **Site Developer's College**. An excellent tutorial on HTML can be found at the web site of the Maricopa Center for Learning and Instruction (MCLI).[6] A 1995 survey found that just over half of those who have learned HTML mastered the basics in less than 3 hours, and 79.4% did so in less than 6 hours[7].

Because your welcome mat or **home page** is the first page seen by most visitors to your site, you should take special care designing and updating it. The home page plays the sort of role that a flashy book jacket and a well-organized Table of Contents play for a nonfiction bestseller: first it grabs the reader's attention, then it makes it easy for them to find what information they need.

Hypertext links to graphics and other web pages require correct addressing; they do not work if the address is wrong. If a graphic is "missing", that may be because its address is

not in the same directory, on the same machine, or being served by the same server software, as you require. A beginner's remedy is to insert the full URL for external pages and to put all created pages and graphics into one folder/ directory. In time, you may want to learn **relative addressing** if you want to store pages in different folders/ directories. Since you edit web pages locally, it is a good idea to mirror the same directory set-up on your server when you put your pages on-line.

You can create and display a web page on your own computer, but it is not "on-line" until you **post** it to the web by putting it on a server. You will need:

- a file transfer program (e.g. Fetch[8])
- access to an on-campus or commercial web site server[9].

As noted above, it is important to start modestly, and to sense the point of diminishing returns. If your web site is too large for your department to maintain, then the information will grow stale or outdated, and visitors will not return. Also, don't become obsessed with finding the "perfect" graphic. Although there are free graphics on-line, finding good ones takes a long time, and not every visitor will have a fast enough Internet connection to display the graphic rapidly. A web site that is too rich in graphics can turn the "information superhighway" into a gravel road.

To learn more about effective campus web sites, consult the information maintained on-line at the Massachusetts Institute of Technology[10].

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4. *Editing Your Newsletter*, Fourth Edition (Cincinnati OH: Writer's Digest Books, 1995).
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6. The URL is http://www.mcli.dist.maricopa.edu
7. James E. Pitkow and Colleen M. Kehoe, "Emerging Trends in the WWW User Population", *Communications of the Association for Computing Machinery* 39:6 (June 1996), pp. 106-108.
8. Fetch 2.1.2 can be downloaded free from http://www.tucows.com/. See footnote 5.
9. The monthly cost of a web site account on a commercial server varies between twenty and several hundred dollars, depending on type, size, and speed. Get some quotes from Internet Service Providers (ISPs) near you.
10. The URL is http://www.mit.edu:8001/people/cdemello/results.html

TECH PREP SUCCESS:

A COMMUNITY COLLEGE PERSPECTIVE

By

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ACADEMY

BIOGRAPHICAL INFORMATION

Betty J. Larson is currently the Interim Dean of Occupational and Technical Education at San Antonio College in San Antonio, Texas. She was the Chairperson of the Child Development Department at San Antonio College from 1989 - 1996 and earlier Director of the SAC Child Development Center which is an on-campus laboratory center. She holds the rank of full professor in Child Development. Prior to teaching at SAC, she was an instructor in the Child Development Department at Texas Tech University and Director of the Lab School for 2 1/2 year olds.

She received an A.A. Degree from Paris Junior College, a B.S. Degree in Home Economics (Child Development) and a M. Ed. Degree in Education from Texas Tech University.

Ms. Larson was a member of the first group of chairs trained by the National Chair's Academy in 1993 in Prescott, Arizona.

Mrs. Larson has coauthored three books for early childhood teachers, illustrated one book and article, and written several professional articles. She has been honored as Teacher Educator of the Year (the first chosen from a community college) by the Texas Association for the Education of Young Children and selected for a Teacher Excellence Award at San Antonio College. She served as the only woman president of the San Antonio College Faculty Senate.

Debra D. Nicholas is the Director of the Alamo Tech Prep & School-to-Work Partnership located in San Antonio, Texas. Prior to the tech prep position, she was the Division Chair of the Office, Information, and Computer Science Division at Kingwood College in Kingwood, Texas, where she also taught Office Systems Technology for eight years. Mrs. Nicholas was a founding faculty member of Kingwood College and served as faculty senate president.

She received a B.B.A. degree from Oklahoma State University and a M.A. degree in Human Resource Development from Webster University.

Ms. Nicholas is currently on the Board of Directors of the North San Antonio Chamber of Commerce and is the chair of the chamber's education council. She is currently an officer for the Tech Prep Directors' Association of Texas.

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Tech Prep Success: A Community College Perspective

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Current Statistics: Alamo Area Consortium and San Antonio College

The Alamo Tech Prep & School to Work Consortium in South Central Texas
encompasses 12 counties and includes a service area with urban, suburban and
rural characteristics and demographics. There are 50 Independent School
Districts (ISD's) included in the region with 73 high schools. The 1993-1994
kindergarten through grade 12 enrollment in the ISD's was 305,824 students.
The Bexar County area alone that is the tax base area for San Antonio College
has 14 school districts.

San Antonio College is an urban commuter college that is part of the Alamo
Community College District which includes four separately accredited colleges.
Credit enrollment in the ACC District is over 45,000 students with approximately
22,000 of those students attending the San Antonio College campus each
semester. Another 18,000 students are enrolled in Continuing Education classes
on the SAC campus.

As of the Fall Semester 1996, San Antonio College had 128 articulation
agreements signed with area high schools and another 42 pending. The Child
Development Department, as an example, has 44 articulation agreements. For
1995-1996, Tech Prep enrollment for the ISD's was 4,468 students. San Antonio
College currently has tech prep programs articulated with Certificates and
Associate of Applied Science Degrees in the following disciplines: Advanced
Electronics Technology, Allied Health (Dental Assisting and Medical Assisting),
Child Development, Criminal Justice, and Office Systems Technology. Programs
being developed for implementation in Fall 1997 are Banking, Drafting and
Design, Radio-Television-Film and Accounting Technology.

Background Information: Tech Prep Movement in Texas

Three state agencies are involved in supporting Tech Prep: Texas Higher
Education Coordinating Board (THECB), Texas Education Agency (TEA), and
Texas Workforce Commission (TWC). THECB is the lead agency that awards
the local consortium grants. The same agencies are involved in the development
of the state's School-to-Work (STW) planning and implementation grants. TWC
is the lead agency in the STW initiative. Tech Prep is the foundation of the
state's STW implementation grant.

In 1991, the tri-agency team (THECB, TEA, TWC) published state guidelines for
implementing tech prep programs. Beginning in 1995, THECB included tech

In 1991, the tri-agency team (THECB, TEA, TWC) published state guidelines for implementing tech prep programs. Beginning in 1995, THECB included tech prep guidelines in the *Guidelines for Instructional Programs in Workforce Education* thus formalizing tech prep as an "official" higher education program.

Tech Prep Success: The Beginning
- The competencies of the intended program must be developed. Look at existing models for the disciplines such as the National Skill Standards, accrediting agencies, professional organizations, etc. The Consortium can provide leadership in working with the industry to establish or certify the appropriate skills and skill levels.
- The local consortium can provide information about contacts within the local school districts such as names of administrators, curriculum specialists and teachers for the high schools.
- A recommendation is that a series of meetings be scheduled to discuss the initiation of a tech prep collaboration between the college discipline and the high school counterpart. The college may need to provide additional leadership, but the process should be one of equality. These meetings can deal with a variety of topics and issues: defining the competencies, determining the level appropriate for instruction of the competencies, agreeing on faculty qualifications, developing curriculum materials, selecting textbooks and developing articulation agreements (including the determination of articulated credit from the high school to college level).
- The dissemination of information about the program to administrators and counselors at the high school and college levels is essential. Only through these persons and the classroom teachers can the information be shared with students and parents.

Tech Prep Success: The Continuation
- Constant revision is necessary to maintain up-to-date relevancy in the content for the high school and college level curriculums/courses. A recommendation is to have yearly, preferably twice yearly meetings, with faculty from both the college and high schools to discuss teaching techniques, etc
- Refinement of an effective and efficient process for identifying students in high school and moving them smoothly into the community college is essential. College admissions people, department chairs and faculty, and counselors must all be knowledgeable of the process for it to be workable for students.
- The maintenance of the articulation agreements is ever-changing as a result of ongoing changes in requirements for the 6 year curriculum (high school and community college) and agency requirements for faculty qualifications.
- Recruitment of students is an essential activity for the continuation of the tech prep programs. College faculty and students are excellent ambassadors or recruiters of high school students for the college level programs.

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An important element for success at any stage in the Tech Prep Process is *communication, communication and more communication.*

Department Chair: Leadership and Management Issues

For the department chair, a variety of leadership skills is beneficial to the development and continued nurturance of a tech prep program. Some of the roles of the chair are:

- *Communicator.* The goals and tasks inherent the development of the program must be clearly communicated if faculty are going to be willing to "buy into" the concept and the work that is entailed. The department chair will serve as a salesperson, a recruiter, and a mediator at times.
- *Visionary.* The "big picture" must be constantly kept in mind. It is important to help faculty stay focused on the purpose and goals of the program for it is easy to get lost in the details of such a large undertaking for a department. Visionary leadership is required to legitimize the demands placed upon the faculty and others that are involved.
- *Detailer.* Attention to detail is as important as being visionary. If a person lacks skill in this area, then enlist someone to serve the role of checking and rechecking details. Keeping up with details can mean the failure or success of a tech prep program.
- *Cheerleader.* It is important to be able to recognize the need and to provide encouragement for faculty. It is to be expected that people will have "highs and lows" in their devotion to a long term project that requires a large amount of work. Every technique from formal recognition to simple, informal methods need to be considered at different points in the evolution of the project. Remember also the old saying, "different strokes for different folks."
- *Delegator.* It is impossible to do everything by oneself. Delegate responsibility to others who may be able to do the task even better. Be knowledgeable of what skills people possess so a comfortable fit can occur between the task and the person responsible.
- *Team Member.* Keep in mind that the chair is not only a team leader, but also a team member. Faculty need to see that the chair can lead, but can also work "shoulder to shoulder" with them in accomplishing tasks.
- *Evaluator.* In order to develop student friendly and efficient processes, constant evaluation must be done. Recognition of what works well and what does not is a requirement for the continuous improvement and success.
- *Collaborator.* Work closely with the Tech Prep Consortium, the high schools, the businesses and the administration and faculty at your college to develop a successful program.
- *Monitor.* The constant monitoring of curriculum changes, faculty credentials, articulation agreements and other parts of the tech prep initiative is mandatory. Agency requirements and industry standards change constantly and impact the relevancy of the program and, therefore, the success of the students. Constant attention to the benefit of the processes and program to

the student is an important consideration.

- *Problem Solver.* Problems will occur; they are inevitable. Openness to solutions and ideas is vital to achieving satisfactory solutions.

Consortium: Responsibilities

It is very important that the department chair and the consortium personnel work closely together in establishing and maintaining the tech prep relationship between the community college and the high schools/ISD's. The consortium can fulfill a variety of responsibilities. The following are some of the most supportive functions and responsibilities:

- *Contacts.* Developing an accurate database of high school, community college, university, and business contacts is imperative to the tech prep process. Relationship building is what makes or breaks any "deals" between people or institutions. Maintaining an up-to-date contact list will keep the right people informed at the right time.
- *Formal Processes.* Process, process, process. Getting too wrapped up in process can ruin a relationship between the high schools and the college. The consortium staff can provide an impartial perspective of the process. Consortium staff can also be the advocate for a simple process that keeps the student in mind. Whatever the process is at the high school or college, remember the KISS principle (Keep It Sweet & Simple).
- *Articulation Agreements.* An articulation agreement is a contract between a high school and college that details the requirements for transferring credit from one institution to another. Since faculty members are not attorneys, it is necessary to keep the language clear and simple. The consortium staff can provide a boilerplate articulation agreement that can be used for all program areas, all high schools, and all colleges.
- *Promotion.* The consortium staff can be the greatest promoter of college and high school programs. Similar to the *Cheerleader*, the promoter attracts the most creative, dedicated, innovative people to the greatest programs ever!
- *Implementation.* Moving from planning to implementing can be an overwhelming task. The consortium staff is critical in keeping the momentum going. Developing a tech prep program is only one thing faculty and administrators have to do in their job. Maintaining a supportive and persistent presence with the college will keep the implementation schedule intact.
- *Communication.* Communication is at the center of a successful tech prep program. Sufficient time should be given to talking and building relationships during all stages of developing the tech prep program. The consortium staff can help keep the communication lines open between all parties.
- *Results/Outcomes.* How do we know when we have achieved success? Only through establishing measurable and consistent goals can we evaluate our efforts. Determining realistic outcomes will keep us doing the right things at the appropriate time.
- *Refinement.* Based on measurable outcomes, the consortium staff can make

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suggestions for refining the various aspects of the tech prep program.

- *Leadership*. Recognizing that consortium staff are temporarily inserted in the educational/business environment to pull together resources for building a tech prep system, the staff should be used as a valuable, but temporary resource. An effective consortium staff should enhance the relationship between high schools, colleges, and businesses--not be the center of the relationship.

Tech Prep Success: A Summary

From the community college perspective, the Tech Prep and School-To-Work initiatives can be valuable collaborations that recruit more well prepared students for the college level programs. The success of the college level programs depend upon a variety of factors: the team mentality of the Consortium personnel, the college chairs, and faculty involved; the administration support at the secondary and post-secondary levels; the leadership skills of the department chair; and the working relationship of the faculties at the high school and college. With all of these factors working effectively, the Tech Prep initiative can be financially rewarding for the college and career enhancing for the student.

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TRANSFORMATIONAL LEADERSHIP
IN A CHANGING WORLD:

A SURVIVAL GUIDE FOR NEW CHAIRS AND DEANS

By

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ACADEMY

Biographies

Alexandra Hilosky is Chair of the Health Science Department and Chemistry Professor at Harcum College, Bryn Mawr, PA. She holds a Master Degree in Chemistry from West Chester University (PA.) and a Doctorate in Science Education from Temple University (PA.). She is a graduate of the Institute for Leadership Training and Development.

Dr. Britt Watwood is the Associate Dean of Academic Affairs at Herkimer County Community College in the foothills of the Adirondack Mountains in upstate New York. At the college on the hill, he oversees 56 full-time faculty in the areas of Business, Health Services, Science, Mathematics, and Physical Education. A graduate of the U.S. Naval Academy, Britt received his Masters degree in Education from Old Dominion University and a Doctor of Education degree in Educational Leadership in Higher Education from University of Nebraska. He is also a graduate of the Institute for Leadership Training and Development. He has been a consultant in quality initiatives and strategic planning, and his recent research has been on the role played by community college chairs in leading their colleges' quality initiatives. Britt retired from the Navy as a Commander after 22 years of service. For the past two years, before moving the New York, he was the Assistant Director of the Center for the Study of Higher and Postsecondary Education at UNL. His research there was on quality improvement, with particular emphasis on the application of the Malcolm Baldrige National Quality Award to higher education. He also worked on technological applications to education, and helped design and deliver graduate courses via Lotus Notes in UNL's Distant Doctorate program. He and his wife, Linda, reside in Herkimer.

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Transformational Leadership in A Changing World:
A Survival Guide for New Chairs and Deans
Britt Watwood and Alexandra Hilosky

Congratulations on your new position! This paper will serve as your survival guide. Its purpose is to provide you with information to help you motivate and move your department to new levels of productivity and achievement through improvements and vision with a quality focus. Understanding the essential elements required for developing a culture of proactive change, during the onset of your tenure, will decrease your frustration levels and enable you to enjoy your new challenge.

This guide is based on a literature search in the area of academic leadership and Watwood's (1996) thought provoking case study of community college chairs, which provides important insights into leadership in a changing environment.

TRANSFORMATIONAL LEADERSHIP

The term "transformational leader" was coined by James McGregor Burns in his 1978 book *Leadership*. Burns noted that most bureaucratic activities of leaders were transactional in nature, and that such activity would not be enough to get organizations through the rough times. At pivotal points in an organization's history, a transformational leader was needed to engage the followers and raise them to higher levels of motivation and inspiration. Bass and Avolio (1994) built on this concept and developed their model of the Full Range of Leadership. It provided a continuum of leadership styles, starting with the passive and ineffective laissez-fair style, which is characterized by avoidance of leadership. The Management by Exception styles and the Contingency Reward style are transactional leadership styles. The passive form waits for deviations or mistakes to occur, then takes action when deviations are detected. A more active and effective transactional style is the Contingency Reward style, which positively reinforces behavior. The final style, which Bass believes is most active and most effective, is the transformational leader, who achieves superior results by employing one or more of the **Four I's:** 1) Idealized Influence; 2) Inspirational Motivation; 3) Intellectual Stimulation and 4) Individualized Consideration.

A fundamental concept of this model is that every leader displays each style in varying degrees, and that each style is appropriate for some situations. However, the optimal profile is heavy in contingent Reward and the Four I's, and light in Laissez-Faire.

One college studied by Watwood was fearful of change, and was marked by laissez-faire and transactional leadership. The other college had transformational leaders who extensively used teaming and shared leadership. Birnbaum (1992) stated that leadership "is not the act of one person, but...something distribute throughout an institution" (p. 186).

- *Survival Tip #1: Each week of each month, practice one or more of the **Four I's** of Transformational leadership. Practice reflective Journaling and ask your staff for feedback.*
  Read: Bass, Bernard M. and Avolio, Bruce J. (Eds.) (1994). Improving Organizational Effectiveness Through Transformational Leadership.

UNDERSTANDING CHANGE:

The Research and Development Center for Teacher Education at the University of Texas

at Austin (Hord et al, 1987) concluded that change: (1) is a process, not an event; (2) is accomplished by individuals; (3) is a highly personal experience; (4) involves developmental growth; and (5) is best understood in operational terms. The focus of facilitation should be on individuals, innovations, and context.

Smith (1996) noted that, with the rate of change today, leaders are required to simultaneous learn and deliver, rather than simply deliver a new product or service. Smith went on to note that, with the pace of change occurring today, leadership should not spend its time convincing others to change, but should instead facilitate others through the change process. DePree (1992) echoed this concept when he stated that leaders must be visible when implementing change, they must understand the context in which their people work and must communicate constantly on the need for change.

- *Survival tip #2: Administer the DISC, Dimensions of Behavior, to your faculty and staff. This instrument will enable you to understand yourself and others by: identifying individual's work behavioral styles in specific environments; creating a motivational environment most conducive to success; increasing your appreciation of different work styles; and minimizing potential personnel conflicts. Once you are informed of the work behavior of your staff you can begin the process of change. Write to the Carlson Learning Company, PO box 59159, Minneapolis, Minnesota 55459-8247.*
Read: Smith, Douglas K. (1996). Taking Charge of Change: 10 Principles for Managing People and Performance.

OTHER ROLES YOU'LL PLAY:

Three major themes emerged from the seventeen roles identified in Watwood's study (1996). The table below shows the major roles clustered within these themes.

Major Themes

Change Leader	Administrative Manager	College Professional
Change Agent	Planner	Educator
Facilitator	Operational Focus	Mentor
Team Player	Market Agent	
Communicator	Coordinator	
Leader	Stabilizer	
Visionary	Frees Instructor	
Referral		
Quality Focus		
Supporter		

The roles in **Change Leader** are aligned with the proactive characteristic of a transformational leader as defined by Bass and Avolio (1994). In being a change leader and conducting the roles clustered within this theme, one would tend to utilize the transformational tenets of individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence.

The **administrative manager** tends to be more focused on the details of daily operations rather than the innovation of new changes. Kouzes and Posner (1995) tied managers to transactional leaders and noted that they might be effective, but often failed to achieve the level of personal satisfaction and employee morale that transformational leaders achieved. Managers like the status quo, as they are good at running their system, and do not need change to interfere with the operation.

The theme of **College Academician** also included the role of mentor. Watwood's study of Chairs saw their role as one which guided their faculty and staff through appropriate rewards, team building, morale enhancement activities, and professional development.

- *Survival tip #3: Don't forget your own development. You must continue to grow, change, mature and look for new insights. Attend the Institute for Academic Leadership Development.*

YOUR ROLE AS CHANGE AGENT:

One of the most important challenges facing new chairs is their role as change agent. Seagren, Wheeler, Creswell, Miller, and VanHorn-Grassmeyer (1994) found that community college deans and department chairs are instrumental in implementing change at their institutions. In studying university leadership, Roach (1976) found that 80% of institutional decisions at universities were made at the department level.

Change generates many emotions. Some fear it while others embrace it. Many like the safety of the status quo, but without change, there is no progress. Max DePree, in *Leadership Jazz* (1992), states that change "without continuity is chaos, while continuity without change is sloth, and very risky". (p. 74)

- *Survival tip #4: Identify a transformational leader in your organization and shadow them. Pay particular attention to the manner in which they deal with unusual ideas and staff resistant to change. Reflect on this behavior and model it when you encounter a similar situation.*
  Read: Seagren, Alan T., Wheeler, Daniel W., Creswell, John W., Miller, Michael T., and VanHorn-Grassmeyer, Kimberly. (1994). Academic Leadership in Community Colleges.
 *Read: DePree, Max. (1992). Leadership Jazz.*

SEVEN CONCEPTS FOR EFFECTIVE CHANGE:

The inability to change rapidly will hinder a transactional college and make it less effective. Seven concepts emerged from Watwood's study (1996) regarding the role community college chairs should take in the change process of their college.

1. VISIONARY TRANSFORMATIONAL LEADERSHIP. The president must set the tone for his or her college, having clearly articulated where the college is going (vision), as well as employing the tenets of transformational leadership.

2. EMPOWERMENT. Empowerment is the degree to which an individual believes that he

or she is free to act on change, without guidance or direction from above. Empowerment is a factor of the culture of an initiation (group norms, policies, reward structure), together with the individual's intrinsic motivation and level of skill/knowledge.

Framework for Proactive Change

Driver   **System**   **Outcomes**
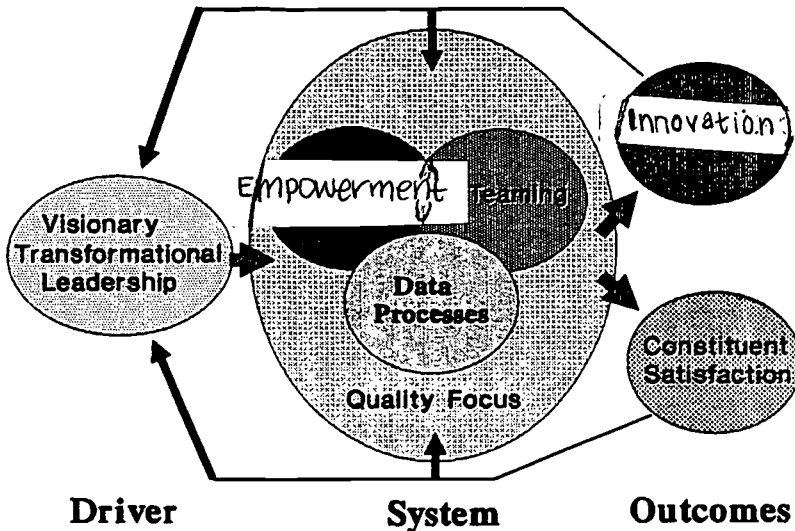
3. TEAMING. Teaming uses groups of people to creatively sense the environment, generate solutions, and reinforce implementation of change. Teams are also a factor of the culture of an institution.

4. DATA PROCESS. An integrated process for gathering and using data as a natural part of daily life is integral to the quality philosophy. Meaningful data should underlie every change process. The quality tools enable the chair to establish benchmarks of quality performance, which in turn form a dateline from which continuous improvement and innovation can depart.

5. QUALITY FOCUS. Dobyns and Crawford-Mason (1991) stated that quality required a demanding, difficult, never-ending effort to improve. College leaders must have a customer-focus, developing processes to ensure that they manage by fact.

Empowerment, Teaming, Data Processes and Quality Focus form the *system* under which proactive change can occur. The outcomes of this process are:

6. INNOVATION. The degree to which an institution proactively flows with change and uses change to continually improve the products and services that it provides to its community.

7. CONSTITUENT SATISFACTION. The degree to which the external customers (students, employers, other institutions of higher education, parents, and the community itself) and internal customers (faculty, staff, and administrators) perceive that their needs are being met (or exceeded) by the products and services that the college provides to its community.

These concepts are linked. Each element on its own will not necessarily lead to proactive change, but taken together, the concepts above become a potentially powerful aid for colleges to use in developing a culture of proactive change.

The role of the chair should be critical in managing the change process of the college, particularly if the president has empowered the chairs to proactively improve their decision. To effectively and proactively deal with change, chairs need to become transformational leaders. This cannot occur in a vacuum. A culture of empowerment, teaming, quality which

starts at the presidential level, is needed as a foundation for a proactive change process at the college. When the leadership, at all levels, works towards continuous improvement, the outcomes will be satisfied constituents and innovative services, two ingredients necessary for college survival.

●   *Survival Tip #5:* Collect meaningful data and use it to drive decisions. Use teams to achieve results. Keep focused on constituent satisfaction and innovation.
      Read: Dobyns, Lloyd and Clare Crawford-Mason. (1991). Quality or Else.

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TRANSFORMATIONAL MARKETING TECHNIQUES

By

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ACADEMY

Presentation Paper was not Submitted

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TRANSFORMING YOUR COLLEGE TO MEET THE NEW FINANCIAL REALITIES:

THE SENECA EXPERIENCE

By

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Stephen E. Quinlan was born and raised in the Province of Ontario, was educated at the University of Windsor and graduated with an Honours Degree in Business Adminstration.

Upon graduation, he was employed for a number of years with an international firm of management consultants. In the early days of Ontario's community college movement, Mr. Quinlan joined the teaching faculty of Seneca College. In the ensuing years, he has taught and administered in several academic divisions of the College, including post-secondary, occupational training and continuing education. He has held administrative posts including several academic Deanships, Special Assistant to the President, Vice-President, Finance and Administration, Vice-President Academic, and Senior Vice-President. Mr. Quinlan was appointed to the position of President effective February 1, 1992.

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Transforming Your College to Meet the New Financial Realities:
The Seneca Experience

Seneca College of Applied Arts and Technology: An Overview

Seneca College is the designated community college serving the City of North York, (one of six urban municipalities comprising Metropolitan Toronto), and the Regional Municipality of York, which has a mixture of northward-expand-ing mixed urban and rural demography. This area lies in the north centre of the Greater Toronto Area (GTA). The total population of the GTA is around 2.5 million.

The enrolment in full-time diploma and certificate post-secondary programs in the Fall 1996 was 13,808. Seneca is the most culturally diverse college in Ontario with over 70 different languages spoken by our student body. Seneca's Business programs are the largest of any college or university in Canada; and its Applied Sciences and Engineering enrolment is also among the largest. Other strengths include programs such as Government and Legal Services; Social Services including Law Enforcement; and certain unique programs such as Aviation Flight Technology and Underwater Skills. The number of skills or trades programs is small.

Added credentials and upgraded technical skills are increasingly sought by employed persons through part-time and evening studies. Many of these programs involve partnerships with government, industry, professional associations, and employers. Other programs address the needs of unemployed persons and those requiring preparation for college level study. Venues range from college campuses to work sites. Together with short courses, and workshops, and general interest subject offerings, registrations in these programs total about 100,000 per annum.

The Fiscal Challenge

In November 1995 new financial realities confronted the College with some of the greatest challenges it had faced in its 28-year history. At that time the Ontario Government announced a $3.5 billion reduction in provincial spending which, in turn, would decrease funding for transfer recipients, including those to the province's Colleges of Applied Arts and Technology. Seneca's specific portion of the cutbacks was not clear at that time, but was estimated to be between $10 to $18 million.

Immediately, communication was established with the entire college community advising them of the severity of the impending cutbacks and that it was the college's intention to be prepared to act in the interests of it's students and employees, and to adopt the best possible alternatives under difficult times.

A Proactive Response

The Seneca Board of Governors, held an emergency board meeting in the form of a full-day action planning workshop, facilitated by an external consultant. The board approved a comprehensive planning process to help the community adapt to reduced fiscal support for the 1996/97 fiscal year and beyond. This process would be used to guide the college community as it developed an active and responsible plan to achieve the approved goals of academic quality, financial viability and employment stability. The Board-approved planning process was designed to give voice to all constituencies and offer all employees and students an opportunity to express their views and innovative ideas for appropriate actions.

The steps in the Board initiated process involved:

- the development of criteria and guidelines by the Board to guide the action plan recommendations;

- the development of a Draft Action Plan, to address the challenge;

- feedback from the College community, review and comments on the Draft by a President's Ad Hoc Advisory Council (PAAC); and,

- finalization of the recommendations by the President prior to submission to the Board of Governors on January 30, 1996.

The guidelines as developed by the Board of Governors are provided below:

Academic Guidelines

Retain and develop program specializations based upon attractiveness and effectiveness, and on current and future employment and career opportunities for graduates.

Forgo involvement in program/activities which can be better delivered by other organizations or colleges.

Provide learning opportunities that incorporate the most effective learning modes, access to resources, and visible support systems.

Be oriented to the future in terms of program design and be committed to the appropriate use of technology.

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Fiscal Guidelines

Develop and submit recommendations which will lead to balanced budgets for the 1996/7, 1997/8 and 1998/9 fiscal periods.

Develop fiscal recommendations that will preserve flexibility in operations and which will allow for subsequent decisions and amendments in response to new information or impacts.

Pursue entrepreneurial initiatives which generate revenue and contribute to the ultimate goals of the College.

Develop strategies for the cost reduction and revenue increase for the three year period which exceed the anticipated requirements in order to compensate for any slippage in individual recommendations, and to provide for potential accomplishments of the targets within a shorter time frame.

Implement accountability and performance measures which allow for tracking of the success of fiscal recommendations, and which provide early warning in order to allow required revisions to fiscal measures and activities.

General Guidelines

Extend the strategic planning process to work actively toward the year 2000.

Play a leadership role in post-secondary system rationalization of programs and services to enhance the College's strengths.

Maintain strong relationships with the local geographical community.

Continue to invest in international activities in order to achieve financial contributions and to support the cultural diversity of our community.

Place priority on services that support or provide value to student learning.

Give a high priority to employee needs in the change process and respond in a humane and timely manner.

An important aspect of the Board of Governors' and senior management's action was that while the very survival of the college was at stake in dealing with this externally imposed fiscal crisis, a knee jerk, unilateral reaction, would be less than adequate. It might also create false hopes that once the crisis had subsided, it would be possible to return to the relative comfort of previous years, or that the status quo could be maintained.

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Instead, a strategic decision was made to not only deal with the fiscal crisis at hand, but the critical issues of declining government revenues, in general, and planning for the next decade. It was determined that the real key to our individual and corporate survival was to seize the moment by **transforming** the crisis into an opportunity by developing an action plan that would result in an innovative, competitive, responsive and cost-effective college.

The Consultation Process

The consultation process was achieved through the development and distribu-tion of the College Draft Action Plan by a Presidential Ad Hoc Advisory Council (PAAC).

Draft Action Plan

The Board also gave direction that an inclusive Draft Action Plan be developed by the five College Vice Presidents in accordance with the criteria developed by the Board, and that the Plan be distributed to the College community for discussion and response by all stakeholders.

The Draft Action Plan:

(a)   synopsized any research to date and took into account the Minister of Finance's Economic Statement, including any interpretation of his statement by the Ministry of Education and Training;

(b)   it provided an appropriate set of operating principles consistent with the Board-approved criteria;

(c)   it revised current institutional objectives, as necessary; and,

(d)   it provided specific operational recommendations for achieving goals and objectives, and ensuring the efficiency of academic and student support systems.

The Draft Action Plan consisted of six sections containing a total of 54 recommendations. The following identifies the sections and briefly highlights some significant recommendations:

1.   <u>Revenue Increase</u>

   •   The total of recommended revenue increase or expenditure decreases for each of the next three fiscal years were $10, 460,000; $8,199,000; and $5,986,000 respectively.

   •   These were the easiest recommendations to identify and involved the least amount of hardship for the majority of Senecans.

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2. College Restructuring

- Restructuring recognized three distinct components of activity: Seneca College, Seneca International, and Seneca Foundation. **Seneca College** involves the traditional post-secondary activity, government contract activity, and continuing education in which we have been involved since 1967. **Seneca International** is conceived as a separate arm's-length organization whose purpose is to develop and pursue international contracts and partnerships in order to contribute ongoing operational and capital funds to Seneca College. **Seneca Foundation** is conceived as a separate arm's-length organization whose purpose is to advance the college, to conduct fundraising campaigns for endowed faculty Chairs and capital support, and to help forge partnerships and strategic alliances with College alumni and the corporate community. These centres will contribute net funds to Seneca College effective 1997/98.

- Vice President positions were reduced to three from five.

3. Cost Reduction Proposals from Reorganization and Reengineering

- Each of the supporting and facilitating services of the College were reviewed in detail resulting in cost reduction recommendations over the next three years of $1,446,000; $1,022,000: $100,000 respectively.

4. Cost Reduction Proposals from Program Changes, Rationalization and Restructuring of Academic Programs

- A long-term plan that will sustain adequate funding for College programs requires discontinuation of some programs. Identification of programs was through a recently completed program evaluation process. Targeted programs included: Dental Assistant & Dental Hygiene; Mechanical Technician & Mechanical Technologist; Social Services Worker; Palliative Care; Coaching and Outdoor Recreation Technician.

5. Revenue and Expense Implications of Reductions in Provincial and Federal Contract Training

- A considerable portion of the College's Corporate Training and Community Education activity is dependent on contracts from the Provincial and Federal governments. Best projections at the time of the report estimated that there would be decreases of approximately 20%.

6. Human Resource Implications

- To respond to the new funding reality, staffing reductions were unfortunately unavoidable. The total net reduction of full-time positions was 141 employees. This included 27 administrators, 78 faculty and 36 support staff.

- Reductions were to be achieved to the greatest extent possible by means of normal retirements and an early retirement and early leaving incentive programs.

Participation

The role of the President's Ad Hoc Advisory Council (PAAC) was to:

(a)   receive College-wide feedback and commentary on the Draft Action Plan;

(b)   assess the Draft Action Plan's impact on the College from the point of view of the stakeholders;

(c)   endorse areas of agreement and identify areas of disagreement;

(d)   report its findings and recommendations to the President by the end of January, 1996.

Membership on PAAC was solicited by invitation to key constituency groups and included full-time and part-time student governments, the Ontario Colleges Administrative Staff Association (OCASA), alumni, advisory committees, and the College Executive Committee. The local union presidents (faculty and support staff) chose not to serve on PAAC. It was chaired by a longstanding College employee who had extensive experience in teaching and administration. He was charged to seek the broadest input possible to ensure that the College Action Plan would embody the collective wisdom of the college community.

In addition to the formal deliberations of PAAC, public hearings were held in early January, 1996 at all major campuses to solicit and receive comments from members of the community.

The consultation process allowed wide discussion throughout the College community; 48 written submissions were presented to PAAC. Over 550 Senecans attended information sessions. The level of analysis and critical commentary supplied by so many employees was particularly impressive.

The College Action Plan

Following receipt of the Draft Action Plan, the recommendations of PAAC were received by the President. A final College Action Plan was developed and submitted to the Board at a public meeting attended by more than 150 Senecans.

The plan was approved by the Board of Governors with only a few amend-ments. It served as the basis for immediate and future academic planning and guidance for the review and development of the 1996/97 budget and preliminary budgets for 1997/98 and 1998/99

In times of economic tension and ambiguity, the development of a sound proactive action plan has allowed the Seneca College community to focus its attention on the significant challenges it will face.

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USING A COLLABORATIVE SKILL BUILDING

APPROACH TO CHAIRING

By

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Academic Dir, Vocational Studies
and
Jeanne Walsh
Director, Nursing

Johnson County Community College
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ACADEMY

BIOGRAPHICAL SKETCH

Jeanne Walsh is the Academic Director of Nursing Education at Johnson County Community College in Overland Park, KS. She began her career as a Registered Nurse and became an educator in 1974. A review of her background reflects her varied interests in practice, education and administration.

After beginning at Johnson County Community College more than seven years ago, Jeanne continued her nursing practice in the areas of adult and gerentological nursing, pharmaceutical research and legal nurse consulting. Educationally, her background reflects several years as an Associate Degree nursing instructor, a Baccalaureate nursing instructor, curriculum coordinator, lead instructor and course coordinator.

Jeanne's administrative background reflects director positions at two community colleges. Her current position at Johnson County Community College finds her in a division with the sciences, other health care programs and math. She is active in curriculum development, faculty renewal, student involvement and quality education. She chairs a number of committees on campus and is involved professionally in the community, and in the state.

Carol Fagan is the Academic Director for Tech Prep and the Area Vocational School programs at Johnson County Community College in Overland Park, KS. This position includes overseeing not only Tech Prep but also programs in Cosmetology and Health Occupations. She holds a Bachelors degree in Journalism/Communication and a Masters degree in Speech Communication. She has post graduate work in small group decision making and organizational development.

In her thirteen years in education, Carol has taught at both 4 year and 2 year postsecondary institutions. She has held administrative positions with the Kansas State Department of Education and now with Johnson County Community College. After serving as Director of Tech Prep for 4 years, she has expanded her administrative duties to the Area Vocational School programs.

Carol has authored a book entitled, "Planning for Tech Prep". This is a practical guide to implementing a Tech Prep program. A revised edition will be released this year by Corwin Press. In addition to this area of expertise ,Carol has curriculum development and competency based education background.

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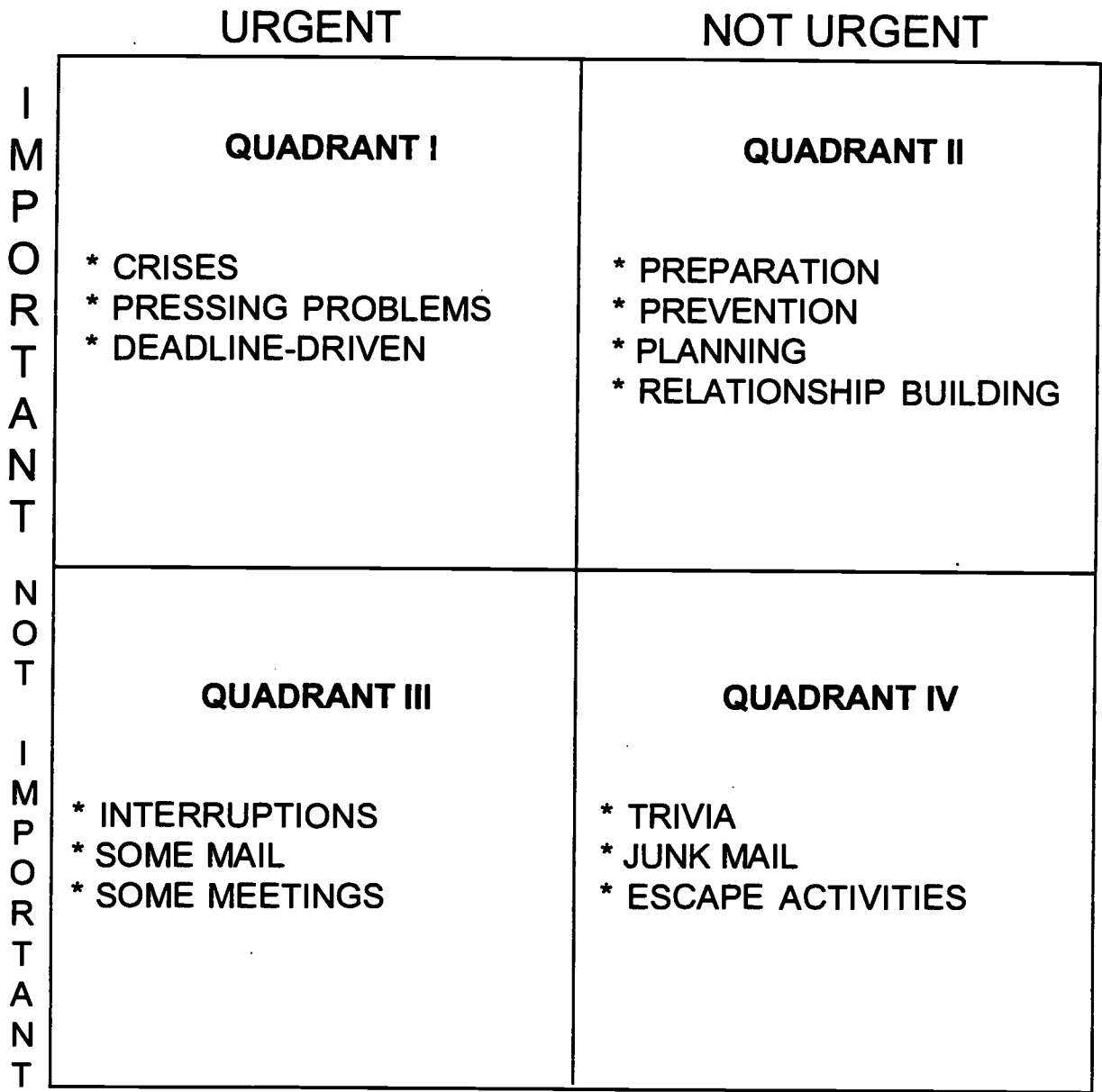## Section I   Survival skills for the new chair

Usually, the first year spent in the job of a chairperson is one of learning the game. This section of the presentation focuses on some quick tips for surviving that first year and learning some skills which will continue to help you in the future.

One of the first tricks of surviving the first year is learning time management skills. I do not mean time management in the sense that you need a Franklin planner or Day-Runner, what I mean is understanding how you spend your day.

Covey's grid can be very valuable in identifying how you spend your time. The four quadrants (I-IV) represent categories in which you may classify how your time gets spent. **Quadrant I** includes those things that are very important and are also urgent. Such events includes pressing problems and deadline-driven tasks. Any crises which may occur would also be in this category. **Quadrant II** are those tasks which are very important but are not urgent. They include such things as planning, preparation and relationship building. **Quadrant III** includes those things that are not important but are urgent. Some meetings and some mail may be included in this quadrant. Essentially this quadrant holds the tasks that are someone else's agenda. Finally, **quadrant IV** includes the timewasters. Trivia, junk mail and escape activities are in this category.

Review the activities of your day using the grid on the next page. Estimate how much time you spend in each quadrant. Fill in the estimates on each quadrant. Notice the following "rules" about this grid:

1) If you are spending too much time in quadrant I chances are you are not spending enough time in quadrant II. The more time you spend in planning and preparation, the less time you will spend in crises mode.

2) If you are spending too much time in quadrant III, you might look at the obligations you have which are not directly related to your chair position. For example, you may be on too many committees.

3) If you feel as if you have no time available, try scheduling a block of time on your calendar when you are not available. Then use this time to work on quadrant II activities. Many people believe that if they do not have anything scheduled - they are available.

4) Be careful of quadrant IV. Most people do not recognize this category easily. If you find yourself going home and being a couch potato etc. this is

	URGENT	NOT URGENT
I M P O R T A N T	**QUADRANT I** * CRISES * PRESSING PROBLEMS * DEADLINE-DRIVEN	**QUADRANT II** * PREPARATION * PREVENTION * PLANNING * RELATIONSHIP BUILDING
N O T I M P O R T A N T	**QUADRANT III** * INTERRUPTIONS * SOME MAIL * SOME MEETINGS	**QUADRANT IV** * TRIVIA * JUNK MAIL * ESCAPE ACTIVITIES

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classic quadrant IV activity. Quadrant IV is not all bad, however, you should avoid spending too much time here.

Perhaps the best advice to give is to be yourself. You will be compared to your predecessor, other chairs, former employees and everyone else. The fact remains that you are in the chair. You must develop your own rules for behavior; how you will walk the tightrope between supporting the administration and the faculty.

Finally, seek out a seasoned chair to help you (try not to call them old chairs). You do not have time to make all the mistakes yourself. The next section of this presentation will show how you can utilize the skills of a seasoned chair.

Section II   Competencies of the seasoned chair

There are six task areas of the competency profile for chairs. A brief description of each follows. The profile of skills should be considered dynamic in that the job skills, demands and responsibilities will change based upon the particular chair's situation and job description. As you will also see, the skills may apply to more than one section of the profile. It is simply a tool and self assessment to develop your own profile.

PLANNING
This would encompass strategic (long term) planning as well as managerial and operational. A cyclical form of program review and assessment would involve the identification of strengths, weaknesses, obstacles and threats to the department.

INSTRUCTIONAL
The profile includes activities directly related to instruction, including day to day processes that affect classroom management (ie. pre registration activities, maintenance of student records). Curriculum detail is also included in this section which would involve development, revisions and modifications. Faculty development is also an integral part of this section.

LEADERSHIP
Strategic planning is again evident in this area of the profile as is faculty development. Collaboration and teamwork are also skills evident in this section.

ADMINISTRATION
This section focuses on the implementation of the college policies and department procedures.

JOHNSON COUNTY COMMUNITY COLLEGE
ACADEMIC DIRECTOR COMPETENCY PROFILE

PLANNING   1 2 3
1 2 3 Formulates annual master plan
    1 2 3 Conducts SWOT analysis
    1 2 3 Sets staffing goals
    1 2 3 Sets program curriculum goals
    1 2 3 Sets facilities goals
    1 2 3 Sets equipment acquisition goals
    1 2 3 Sets technology goals
    1 2 3 Sets ITP priorities
1 2 3 Prepares budget
1 2 3 Recommends resources for special projects and reassigned time
1 2 3 Conducts program evaluation
1 2 3 Recommends addition/deletion of courses

INSTRUCTIONAL   1 2 3
1 2 3 Assists in advising prospective students
1 2 3 Promotes student recruitment and retention activities
1 2 3 Directs the process for accepting new students into the program
1 2 3 Coordinates preregistration activities
1 2 3 Facilitates enrollment process
1 2 3 Maintains student records
1 2 3 Designs schedule of classes and staff assignments
1 2 3 Posts class cancellation notices
1 2 3 Issues special approvals
1 2 3 Approves class audits
1 2 3 Approves contract incompletes and grade changes
1 2 3 Approves closed class approvals
1 2 3 Recommends additional sections of classes
1 2 3 Supervises college now and/or honors contracts
1 2 3 Attends or participates in advisory committee meetings
1 2 3 Responds to community needs for instruction
1 2 3 Maintains a file of current course outlines/syllabi
1 2 3 Oversees the selection of textbooks
1 2 3 Completes textbook adoption forms
1 2 3 Assists faculty/staff in development of IDP
1 2 3 Approves travel for staff and faculty
1 2 3 Approves student field trip forms

LEADERSHIP   1 2 3
1 2 3 Provides leadership for program development
    1 2 3 Facilitates curriculum review and revision
    1 2 3 Initiates systematic review and evaluation of curriculum
    1 2 3 Serves as a resource in course/program development
    1 2 3 Works with faculty to prepare the official program review
    1 2 3 Makes recommendations to the college library for acquisition of resources
    1 2 3 Recommends course fees
    1 2 3 Recommends new courses and program modifications
1 2 3 Facilitates creation of mission/vision statements for program
1 2 3 Facilitates the setting of long and short term goals
1 2 3 Encourages opportunities for professional development of staff and faculty
1 2 3 Fosters teamwork among faculty and staff
1 2 3 Continues own professional development
1 2 3 Stays current on ADA, sexual harassment, etc.

COMMUNICATION   1 2 3
1 2 3 Facilitates communication among program faculty and between faculty across the college
1 2 3 Serves as the first line contact for faculty, staff and student problems
1 2 3 Provides responses to faculty, staff and students
1 2 3 Makes referrals to faculty, staff, students as appropriate
1 2 3 Reviews college publications
1 2 3 Conducts program meetings as necessary
1 2 3 Serves on divisional and institution committees
1 2 3 Conducts efficient staff meetings
1 2 3 Facilitates the flow of information in the program

ADMINISTRATION   1 2 3
1 2 3 Initiates cooperative agreements with other institutions
1 2 3 Maintains communication with affiliated agencies/institutions
1 2 3 Directs the evaluation process required by various accrediting agencies
1 2 3 Completes annual reports and program reviews
1 2 3 Recommends selection of program advisory committees
1 2 3 Interprets college policies
1 2 3 Represents college policies to the faculty and staff
1 2 3 Provides information and reports to administration
1 2 3 Monitors budget expenditures
1 2 3 Facilitates the acquisition of equipment and materials
1 2 3 Conducts annual inventory

HUMAN RESOURCES   1 2 3
1 2 3 Monitors faculty work load
1 2 3 Develops teaching assignments for faculty
1 2 3 Coordinates recruitment, selection, and orientation of faculty and staff
1 2 3 Supervises faculty and support staff within assigned program
1 2 3 Processes and approves time cards for hourly employees
1 2 3 Evaluates employees including
    1 2 3 reviews student evaluations of faculty
    1 2 3 conducts classroom observation
    1 2 3 completes appropriate reports and conferences
    1 2 3 schedules performance reviews
1 2 3 Recommends the approval of faculty and staff absences
1 2 3 Facilitates arrangements for substitutes
1 2 3 Orients full and part time staff

Rating Scale
1 = Highly Skilled
2 = Moderately Skilled
3 = Little/No Experience

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COMMUNICATION

This would include both written and verbal communication skills. Serving as a liaison between faculty and administration and dealing with faculty and community, this group of competencies is important to the success of the department chair.

HUMAN RESOURCES

Along with implementing college policies and procedures, this skill set focuses on the hiring processes, assessment, and orientation of faculty—both full and part time.

Section III   Using collaborative chairing

The third section of this presentation is an exercise in collaborative chairing. Each participant will complete the competency profile and rate his/her skills as a chair. Participants will then be paired (new chair with seasoned chair) to discuss their ratings. New chairs can ask seasoned chairs for suggestions on their weaknesses and seasoned chairs can obtain new ideas from new chairs on how to improve their weaknesses.

THE VIRTUAL CLASSROOM:

WHAT WORKS?

By

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and

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ACADEMY

Dr. Alan T. Seagren
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Dr. Seagren received the B.D., M.Ed., and Ed.D. degrees from the University of Nebraska-Lincoln. He began his professional career as a public school teacher and administrator. Following receipt of the doctorate, he became an Assistant Professor of Education at Colorado State University, Fort Collins, Colorado. In 1963, he joined the faculty of Teachers College at UNL as Principal of University High School, and Associate Professor of Educational Administration and Secondary Education. In 1974, he became Assistant Vice Chancellor for Academic Affairs, and was responsible for developing an innovative academic planning, program review, process focussed on improving program quality and people development for the UNL campus. In October 1980, he joined university-wide administration as the Vice President for Administration, a position he held for twelve years. In June of 1992, he returned to full-time teaching in Teachers College as a Professor of Educational Administration and Curriculum and Instruction, Director of the Center for the Study of Higher and Postsecondary Education and Coordinator of International Education. He has co-authored three books related to the position of chair with Dr. John Creswell and Dr. Dan Wheeler. *The Academic Chairperson Handbook* (1990), *The Chairperson: New Roles, Responsibilities and Challenges* (1993), and *Academic Leadership in Community Colleges* (1994). He has extensive international experience, has been active in professional associations, AERA, AAHE, ASHE, PDK, NCPEA, and has served as an officer in SCUP, AUSS, NCCSS, and NASULGC's Council of Business Officers. He also has served as a member of the Board of Directors on a number of community agencies and church boards. For the past several years he has been an Institute Staff member for the National Community College Chair Academy. Under his leadership, a distributed education doctoral program in Educational Leadership and Higher Education has been developed at UNL using *Lotus Notes*.

Dr. W. Britt Watwood, Ed.D.
Herkimer County Community College, Herkimer, NY

Dr. Britt Watwood is the Associate Dean of Academic Affairs at Herkimer County Community College in the foothills of the Adirondack Mountains in upstate New York. At the college on the hill, he oversees 56 full-time faculty in the areas of Business, Health Services, Science, Mathematics, and Physical Education. A graduate of the U. S. Naval Academy, Britt received his Masters degree in Education from Old Dominion University and a Doctor of Education degree in Educational Leadership in Higher Education from University of Nebraska. He is also a 1996 graduate of the Institute for Academic Leadership Development. He has been a consultant in quality initiatives and strategic planning, and his recent research has been on the role played by community college chairs in leading their colleges' quality initiatives. Britt retired from the Navy as a Commander after 22 years of service. For the past two years, before moving to New York, he was the Assistant Director of the Center for the Study of Higher and Postsecondary Education at UNL. His research there was on quality improvement, with particular emphasis on the application of the Malcolm Baldrige National Quality Award to higher education. He also worked on technological applications to education, and helped design and deliver graduate courses via *Lotus Notes* in UNL's Distant Doctorate program. He and his wife, Linda, reside in Herkimer.

The Virtual Classroom - What Works?

INTRODUCTION

Andy Kohen, in a September 15, 1995 Internet posting, noted that the computer "has extended the 'classroom' beyond the four walls and 150 minutes/week that constrain us according to official scheduling." Kohen's comment illustrates the fundamental change that must occur as electronic distributed instruction becomes more common for colleges and universities. Community colleges typically think in terms of other local colleges as their competition, but the competition is expanding as electronic access makes distance a moot point. One of our keynote speakers discusses the potential of Disney and Microsoft taking a share of the postsecondary education pie. Two year colleges in South Australia are shifting 30% of their instruction to the Internet by the year 2000. Brevard Community College in Florida is already offering full Associate Degree programs via America On-Line on the Internet. As these changes in the delivery of instruction overtakes community colleges, thought needs to be given to maintaining the fundamental principles of adult education, especially regarding the role of the learner in the educational process.

ELECTRONICALLY DISTRIBUTED EDUCATION

Electronically distributed education is not a new concept. The Virginia Commission on the University of the Twenty-First Century reported that higher education is evolving as follows (Potter and Chickering, 1991):

- College will be a network of resources, not a place.
- Offerings will give students a global, multicultural perspective.
- Widespread use of new technologies will improve the quality of instruction, increase contact between students and faculty, and reduce constraints on time, place, and space.
- Living and learning will be more closely integrated outside the classroom.
- Teaching will be more responsive to individual differences.
- Faculty roles, responsibilities, and rewards will change.
- Colleges and universities will be increasingly interdependent with other educational providers and the private sector.

Turoff detailed some of the changes occurring in the "virtual classroom" (Harasim, 1990, p. ix):

- Students and instructors do not have to meet at the same time because the computer stores their communications. On-line education is available at any hour of any day.
- Students can communicate with one another to promote collaborative learning. This is understood to be as important a part of the learning process as student-teacher communication.
- Students anywhere in the world can be part of a single class. Teachers can be anywhere in the world and still team-teach a course.
- The computer provides specialized communication that can actually improve what is done

face-to-face in classes.
- The technology is inherently cheaper than telephone or video conferencing for providing communications.

THE DISTRIBUTED EDUCATION PROJECT OF UNL

The faculty of the Department of Educational Administration at the University of Nebraska-Lincoln is offering doctoral courses in a distributed manner via computer as part of an approved doctorate in Educational Leadership and Higher Education. The delivery process of this program aims to improve the higher education teaching - learning process by employing a methodology which is clearly linked to the purposes of higher education, learning theory, and available technology in a meaningful manner. It is a departure from many educational technology initiatives which are driven by a desire to use new information or communication technologies as enhancements to existing teaching - learning situations.

As the world moves into the information age, the emerging political, social, and economic environments demand that higher education increase its learning productivity if it is to continue to enjoy public support. The dollars available for education are decreasing at all levels, forcing institutions to deal with the issues of efficiency and effectiveness, without lowering quality. Most institutions still equate distance education with interactive television, which is expensive to operate and still restricts individuals to time and place constraints. The authors believe that higher education must respond to changing customer expectations. Students want high quality learning experiences delivered to them at reasonable cost and at their convenience, that is, their choice of time and place. The project was therefore directed towards the development of teaching - learning that was both pedagogically sound and cost-effective.

At the start, several major considerations were made. First, technology in the form of more and improved presentation of information was not seen as necessarily improving the teaching - learning process. Of course, more information widens learning opportunities, but without interaction, learning is not enhanced. There are a range of inter-active methodologies available, such as the widely used interactive television, but they typically did not free the student of time and space considerations. Second, the decision was made to use a direct call off-line system rather than Internet for computer instruction. While the Internet was considered because of its capacity for a degree of interactivity and its wide use for teaching purposes throughout the world, many adults in the areas served by this land-grant institution lived in rural areas (or international sites) that were still not served by Internet connectivity in 1993, and much of the existing software for Internet interaction did not facilitate conversational active teaching - learning dialogue. Finally, packaged correspondence/video courses, while widely used for distance education, do not meet two important learning components: (1) student/instructor interaction and (2) class collaboration.

A distributed education methodology was therefore developed which enables courses to be taught through virtual interaction and collaboration. The method is based on computer groupware, in this case *Lotus Notes*, which provides for open interaction between group members. The programming consists of questions designed to promote discussion as each student response is shared with other group members. The teacher's role is to work with the group and lead it through the search for shared meaning.

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THE DISTRIBUTED EDUCATION METHOD

The world of tomorrow will be increasingly interconnected electronically. Students of all ages are already cruising the Internet, and the potential good that comes from democratic access to information gives hope for the future of the world. Senge (1994) noted that computers, TV's, encyclopedias, and modems have eclipsed the power of the classroom to provide information. As an indicator of the growth taking place in electronically distributed information, the World Wide Web grew from 623 sites in December 1993 to 11,576 sites in December 1994 (Cartwright and Barton, 1995). The latest projections place the number of Internet sites at over two million by the end of the decade.

Distributed education is not distance education, because it is based on the creation of a learning dialogue between participants in collaborative learning groups - no matter the participants' locations or time in which they choose to interact. The method is based on creating and sharing documents among a learning group. While currently text based, it still incorporates multiple learning pathways, through the use of higher level activities, visually pleasing presentations, use of small group interaction, and multiple conversational opportunities (the "Classroom"/the "Cafeteria"/the "Office", etc.)

The course material is set out in modular form, each module with a set of readings, questions and assignments requiring response from individual students or from small groups. Students write their responses and send them to the virtual class meeting by a process of database replication which distributes all documents to all class members, including the teaching staff. Each student is expected to comment constructively on approximately 20% of the other group members presentations as a means of promoting interaction and maintaining the teaching dialogue.

In this distributed project, students, using their own computers and college-supplied software, logged into the computer server at the time of their choosing, replicated (in under 3 minutes) the databases containing instructional work and work by their fellow students, then worked off-line to complete assignments and respond to other students. All of the comments made by Turoff above were true of the UNL distributed classes. Education (and learning) was available 24 hours a day. Students learn from each other as much (or more) than they learned from the professors. Distance and location became a moot point. Students were located throughout the 400-mile width of Nebraska, in 5 other states and as far away as Canada, Guam and Australia. It was particularly interesting to watch students of the various cultures (Midwest North America, Pacific Island, and Australia) interact and learn from each other! The written responses from the student appeared to contain thoughts from a deeper level of cognition than those verbalized in a face-to-face class, and inhibitors of gender, personal appearance, and the like disappeared in this virtual class. One professor "teaching" the course taught from Australia; the others from Lincoln. Finally, the students using this software praised it as a lower cost (from the student perspective) way of obtaining an education because of savings in travel time and costs.

Typically, a semester course has around seven modules. Three or four assignments/questions for each module are usual. A group size of about fifteen to twenty appears to provide the best balance of interaction in magnitude and scope. Larger numbers become unwieldy due to the high number of responses, while smaller groups tend to lose

momentum due to the low number of interactions.

The major features of this form of distributed education are:

1. Learning is based on dialogue in virtual interactive groups.

2. Students and instructors do not have to meet at set times and at set places to create and maintain a learning dialogue, because the computer receives and stores contributions that can be accessed at the convenience of all participants.

3. Responses, comments, and arguments are written without the pressure of instant response. Reflection and thoughtful expression are facilitated.

4. The learning conditions are such that collaboration is made possible to an extent rarely attained in classroom situations. In a typical class setting, a professor may get one or two responses to a question, with one or two lateral discussions by classmates. Here, all students respond to the question, then all critique and discuss several of their classmates' responses.

5. The mechanics of distributed education are facilitated by the groupware, but forethought should be given to the planned outcome objectives and the means to achieve these objectives without face-to-face interaction.. Once the course is designed, only basic levels of computer literacy are required, and only minor programming is necessary to adapt the database templates supplied with the Lotus Notes software.

6. Many of the lesser desirable characteristics of classroom teaching are removed. These include gender dominance issues, minority/multicultural barriers, physical disadvantages, and disruptive behavior.

7. Quality concerns are always an issue. However, provision can readily be made for course monitoring, and a full record of the class transactions are recorded on the class meeting database. In fact, the software facilitates the monitoring of class participation.

8. Poor student performance cannot be disguised. There is nowhere to hide in the virtual class, a situation not always the case in the traditional classroom.

SUMMARY

Turoff warned that the most serious bottleneck to the introduction of this technology in colleges and universities is not the technology itself nor the costs involved, nor the adaptability of the students, but the retraining and adaptability of the faculty (Harasim, 1990). One concern is that, as faculty move forward, they will continue to be fixated on the technology and not on its application. While the authors saw wonderful results with this project, it appeared to have adult learners who were self-motivated and self-actualizers. These may not be representative students for large scale adoption of this technology, particularly at the Masters or undergraduate level. Both students and faculty are going to have to unlearn past practices in order to succeed in the active learning mode of the future. This process involves profound change, and change is uncomfortable to most.

Felder (1995) stated that it is a reasonable premise that students learn more by doing things than watching a professor and listening to lectures. The authors concur. Learning is enhanced through interactive collaborative dialogue, but university courses must be redesigned to match this new mode of learning, and the collective body of educators need to begin seriously discussing how to make this change. Distributed education offers a wonderful tool to enrich all

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of the global society. All educators must work collectively to see that it reaches its potential.

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WALKING THE TIGHTROPE OF COLLABORATION:

THE CHALLENGES

By

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ACADEMY

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Biographical Sketch

Kit McRae is the Program Coordinator of the Calgary Conjoint Nursing Program at Mount Royal College in Calgary, Alberta, Canada. She coordinates this program with her counterpart at the Faculty of Nursing, University of Calgary.

Kit has held a variety of administrative positions, including Program Coordinator of the Nursing Diploma Program at Mount Royal College as well as Assistant to the Chair, Nursing and Allied Health Department. She has taught in a three year hospital-based nursing program, a two year nursing program at a college and a newly developed four year baccalaureate nursing program. She received her Bachelor of Science in Nursing form the University of Alberta and her Masters of Arts in Administration and Curriculum from Gonzaga University in Spokane, Washington.

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WALKING THE TIGHTROPE OF COLLABORATION: THE CHALLENGE

Developing a new four year baccalaureate nursing program has created challenges and opportunities for all involved. Recognizing that other collaborative educational programs are emerging across the country, sharing our own unique experience as faculty members may benefit others. This paper describes the history of our collaborative project, some of the issues and challenges encountered, strategies used to facilitate the process and benefits gained.

The Calgary Conjoint Nursing Program (CCNP) is a four year baccalaureate nursing education program which has involved faculty from three nursing programs in Calgary (a two year college-based diploma program, a three year hospital-based diploma program and a four university baccalaureate program). The program was developed in response to the Canadian Nurses Association's mandate that a Baccalaureate Nursing Degree be required for entry to practice in the year 2000.

Predictably, because of the inherent complexities, there has been many frustrations and surprises in developing the new program. The faculty has also experienced satisfaction and pride in achieving, what some have said, an almost insurmountable venture.

History

- In 1987, the faculties of the three participating institutions began to work together to determine faculty support for collaboration to develop a baccalaureate degree in nursing.
- Following a variety of faculty meetings and information sessions over the next year, a proposal was reviewed and approved in principle by all three faculties. Approval was given for more detailed planning and a study was undertaken in 1989 to explore support for and barriers to collaborative nursing education.
- Committees with representation from each of the three institutions continued with detailed planning.
- The formal process of gaining academic approval for the program at both the College and the University was achieved.. Negotiations between Alberta Advanced Education and representatives of the three programs continued. In January 1993 a six year trial period for the Calgary Conjoint Nursing Program was approved, a mere 6 1/2 years from the initial planning!
- Approval of the program was subject to conditions which included offering both a degree and a diploma program.

We now had approval to begin accepting students in the fall 1993 - one program and one curriculum designed and taught by faculty on three different sites!

- With provincial budget cuts came the closure of all the hospital-based schools of nursing across the province. This meant the loss of the Foothills School of Nursing, one of our partners. Budgets needed re-configured with reduced funds, student flow

changed, the administration team restructured and the faculty teaching assignments were reallocated. All of these activities added to the already existing strain.

Admission and Promotion

- The CCNP offers a Degree (BN) which is awarded by the University of Calgary following completion of the fourth year. The students are admitted through the University and, thus, must meet the entrance requirements consistent with University standards. The students completing the Baccalaureate Nursing Degree convocate at the University of Calgary.
- Those that choose a Diploma Option graduate at the end of year three from Mount Royal College.
- Admission and promotion requirements and policies are based on common standards and practices between sites. The Conjoint students who register for courses at the University or the College are subject to the rules of academic and non-academic misconduct of that institution, as outlined in their respective calendars. When differences in policies occur, such as the Student Appeal Process, then the policy is followed on the site where the student is registered.

Student Flow

- Movement of student flow from site to site needed to meet a number of criteria related to estimated budget and preliminary planning. As the head count needs to be maintained at each institution, the student enrollment needs to be equal on each site. It was determined early that the students must register and remain on one site for the entire year.
- Coordinating timetables between Mount Royal College and the University of Calgary has also been a new experience and one that has needed patience in learning the different institutional systems and approaches to timetabling.

Student Concerns

- A common fee structure for student tuition was determined in order to make the program affordable. This means that the students pay the same tuition and fees whether registered at the University or the College.
- CCNP students have access to the library and recreational facilities on each campus. The two student unions groups at both institutions worked together to obtain a blended student union fee which allowed all nursing students to be members of both students' unions with full rights and privileges. This meant that all of our students, regardless of the campus they are attending, have access to the recreational and library facilitates at each site, as well as access to scholarships and bursaries. Operationalizing these privileges resulted in the need to adjust student fees.
- Name tags and photo identification, lab supplies, uniform policies, health and safety policies, exam policies and differential pricing in the two bookstores were only a few of the details that needed attention.

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- Over the past four years, there has been an increase in the number of students who have university transfer credit in contrast to those who are admitted directly from high school.
- To meet the students' needs, a 'fasttrack' option has been developed to enable a select group of students to complete their program over a slightly extended semester and exit by December of year three.

Advising

- Program advising has been integral to recruitment, admission and retention throughout the four years. Monitoring of academic progress, provision of significant registration information as well as information about site selection, practice choices, explanations about the program and links to both Registrar's offices have all been part of the advisors' activities. New registration ID numbers for each student needed to be created when they moved from the University of Calgary to Mount Royal College as the registration systems on each site are different.
- As the numbers of students grew, it was recognized that an academic advisor needed to be more available to the students at the college. This past year, an admissions advisor has been employed to work in the nursing department three days a week. The advisor's hours are extended to full time during the peak advising times.
- Both Registrars' agreed to a statement in the calendar stating that the program is in a developmental stage and therefore both Mount Royal College and the University of Calgary reserve the right to make whatever changes are necessary to the content and the hours of instruction of individual nursing courses in the program. This statement has facilitated a number of changes that would not have otherwise been possible.

Recruitment and Marketing

- With the drastic reduction of health care funding and numerous hospital bed closures, a reduction of applicants has necessitated greater attention to recruitment. A committee was struck to address the needs of recruitment, admission and retention. Their activities have resulted in a modest increase in enrollment of our fourth class.
- Student retention continues to be a challenge and is an area which is requiring specific ongoing planning.

Workload Considerations

- From the beginning, it was necessary to frame workload assignments using the distinct natures of the various institutions. We also needed to adjust to living with the philosophical differences surrounding academic freedom and what this means to the University and the College and what this means to the curriculum.
- The student flow model was based on a commitment to an integrated teaching model to maximize the most effective use of faculty resources. Workload on both sites has been considered in the context of joint teaching responsibilities based on expertise . This model necessitates cross-site and cross curriculum teaching by faculty.

- It is important to point out that the faculty teaching assignments remain the jurisdiction of the site employing the faculty. The workload needs to recognize and conform to the requirements of the collective agreement for each site. The difference in expectations in teaching loads and responsibilities has created some tension and challenges between the institutions.
- Some of the ongoing teaching workload issues center around large verses small classes, physical resources on each site and number and preparation of available faculty. Faculty are at high risk of burnout. Course development, increased marking due to larger classes and travel time between sites has been costly not only in time but also in energy.
- Part-time faculty are hired by the institution which offers that part of the program. As there are some differences in pay scale for part-time faculty between sites, each institution has taken responsibility for hiring for specific courses. This has provided consistency at least across courses.
- Collaboration is also been needed in cross-site committees to ensure continuity and consistency of the curriculum and program for students..

Communication

- Coordinating teaching at two sites and keeping in touch with the entire student body is a considerable challenge. The complexity of organizing and managing the large number of students and full and part faculty on two sites requires special attention.
- A Communications Coordinator was hired to assist in communicating amongst the various committees and amongst the sites..
- At regular intervals, townhall meetings with students at all levels on both sites provide opportunities for faculty and students to communicate with each other.
- Communications has been, and continues to be one of the biggest challenges as we move through the development of the program..

Program Governance

- The Program Heads from the institutions serve as the Administrative team responsible and accountable for the ongoing planning and operation of the program.
- One of the biggest challenges faced has been the facilitation of the decision making process. There is a lack of willingness on the part of the faculty to delegate authority from the Full Faculty Committee to other committees within the reporting structure.
- Some of the challenges arise out of combining three distinct nursing traditions. The challenges that faced us were to integrate the procedures, the services, the traditions of each institution. Some notable differences in philosophical beliefs of individual faculty also became evident.

Curriculum/Program Design

- In creating a new curriculum, the faculty dealt with challenges which included that of dealing with the grieving process for the loss of existing programs, feelings of loss of control as the curriculum was taken over by a larger group, buying into the philosophy

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of the new curriculum and worry about the type of graduate we were producing. This has created some tensions, which has resolved, in part, over time.

- Throughout the past 3 1/2 years, there has been considerable temptation to fix and repair the curriculum as we taught the program for the first time. We made a conscious decision not to make major changes until the program has been offered at least once.

Program Advisory Committee

- A Program Advisory Committee, with nursing and public representatives across the health care sector, meets twice a year. This committee provides advice regarding developments in health care that impact the curriculum, as well as provide advise about the curriculum.
- This forum is also used to explain the new program to the stakeholders.

Course/Program Evaluation

- An outside evaluator has been hired to provide an annual formative evaluation. The information gathered will provide assistance in program development and implementation as well as identify program outcomes. The summative evaluation information at the end of the six year pilot will assist the government in decision making regarding program continuation.

Benefits

The anticipated benefits of this new program are now being realized:
- Graduates of the program will be prepared to work in a variety of health care settings including tertiary care.
- Graduates are prepared for practice in the twenty-first century.
- A greater number of students have access to baccalaureate nursing education.
- Program delivery costs have been conserved by more effective use of faculty, physical and financial resources.
- There is more rationale and effective use of scarce clinical resources.

Ongoing challenges

- One of the identified major challenges, among others, that face us is that of introducing greater flexibility into the program for high school students, transfer students and those students who already have a degree from another discipline.

The decision to work together to develop a new nursing curriculum to prepare graduates for the future has involved risk-taking, uncertainty, give and take, tolerance and collaboration. There is much more work to be done as we now begin to evaluate and re-develop the curriculum and program. Each one of the faculty needs to be recognized for their tireless commitment to the program. The challenges have been and continue to be a reflection of the highly complex situation in offering a new curriculum of high quality on two sites and in conjunction with another faculty.

WE ARE AS STRONG AS OUR WEAKEST LINK:

AN EXPERIENTIAL APPROACH TO EDUCATIONAL SYSTEMS THINKING

By

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Beth Dailey

Beth Dailey is the Dean of the Lakeland Campus and Outreach Education for Nicolet Area Technical College. For the past two years she has facilitated the development of a regional telecommunications network connecting the college with nine secondary educational organizations. This network will move into the implementation phase in January 1997. In addition, she coordinates distance learning funding efforts, interactive television instruction and associated staff development.

From 1980-1993, Beth was a faculty member and administrator in the dental hygiene program at Northcentral Technical College. She worked on the early planning stages of the dental hygiene shared program project. Her experience also includes consulting and facilitation in the areas of team building, facilitation, continuous quality improvement, strategic planning, and leadership development.

Beth holds a bachelor's degree in Allied Health Teacher Education from Ferris State University, and a master's degree in Educational Administration from Northern Michigan University and is currently completing a certificate in Distance Learning from the University of Wisconsin - Madison.

Dave Vollmer

Dave Vollmer is a Quality Improvement and Leadership Instructor with Chippewa Valley Technical College. Prior to joining CVTC in July of 93, he was with Northcentral Technical College in a similar capacity. Dave brings with him over ten years of experience in quality and design functions from industry.

Dave has successfully developed and delivered customized training to a wide variety of organizations including manufacturing, finance, healthcare, education, and social services primarily in the areas of quality improvement, teambuilding, facilitation skills, and leadership. He also assists organizations with strategic planning, developing their quality model, and meeting facilitation.

Dave's professional activities include co-founder and past president of the Central Wisconsin Quality Improvement Network, Public Relations Chair of the Wisconsin Quality Network, Design Team Chair for the State of Wisconsin Quality Recognition Process, and Curriculum Writer for two state-wide courses in Quality for the Wisconsin Technical College System.

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"The significant problems we face cannot be solved at the same level of thinking at which they were created."
Albert Einstein

Think about how most organizations are created. Over the years we have honed our hierarchical structures to design the "best" possible organization for our purposes. It has been suggested that every system is uniquely designed; by us, either consciously or unconsciously; to give us the exact results we are getting. What if I don't like the results I am getting? Traditional thinking might suggest that we rearrange the boxes or the names on our organizational chart. After all, if these people can't get the job done, then we better find someone who can. And off we go on another round of reengineering the organization, changing reporting relationships, creating and dismantling parts of the organization.

We would like to suggest that a "better" way is to look at the organization as a system. When we consider the organization as a system it forces us to look at how each of the parts interact with all the other parts of the organization. Our traditional hierarchical organizations do little to support thinking about the organization systemically. We often set up competing functions and policies that reward individuals for this competition rather than for cooperation toward achieving the aims of the organization.

Systems Thinking requires that we look at the purpose or aim of the organization. What is it that we are attempting to accomplish? Does everyone in the organization know what it is. Steven Covey illustrated this point at a recent conference. He asked all participants to close their eyes, and with their eyes closed, point north. While still pointing, open your eyes and look around the room. Were all participants pointing in the same direction? Not at all, we had just about every possible direction covered including up (those people must have been looking at a map in their mind's eye). Is this any different than your organization? We all come to work ready to do our best, but if I think doing my best is moving us in one direction and you think doing your best is moving us in the opposite direction, what is going to happen in the organization. Now add in the effects of all the other members of the organization.

Do we settle this disagreement of direction by determining who has the highest "rank" in the organization and doing as they wish? It might be better solved by having a clear mission and vision. As used here, mission refers to what the organization does, its purpose, and vision is some future condition that the organization is moving towards. A clear vision serves as an organizational compass. When the question comes up, "Where are we headed? Should we take on this initiative or not?", our mission and vision provide the answers and minimize the misdirection. For this to occur the mission and vision must be shared and understood by all. Just like Alice, "If we don't know where we are going, then any road will get us there." We cannot make contributions toward moving the organization forward, if we don't know where "forward" is.

System Thinking also requires that we work to optimize the total system, not the individual parts of the system. Our attempts to optimize the individual parts often leads to sub-optimization of the whole. For example, a college has three campuses in three surrounding communities. The facilities manager located at the main campus has won several awards from the local utility company for his energy conservation efforts. He is quite proud of these awards and has received rewards and recognition within the organization. The climate control system for all three campuses is a fairly complex and sophisticated computerized system housed at the main campus. Temperature settings for all locations are controlled at the main campus. Students are complaining at the outlying campuses that the rooms are cold, a call goes in to the main campus to increase the heat, the facilities manager is hesitant to increase the heat because his awards and recognition are at risk. The facilities manager is optimizing his part of the process. In doing so, the total system, the facilitation of the learning process, is being sub-optimized. Students are complaining to faculty and staff at the other campuses, learning is not occurring as easily because of the stresses being built up, and students stop taking classes at the outlying campuses. Now we have an underutilized facility, possible lost enrollments, and added stresses at the main campus as we overload the system with the added students from the other communities. The total college has suffered , been sub-optimized, because of attempts to optimize some part of the college.

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This is a fictitious example, but makes a good illustration of the kinds of things that occur in our organizations on a regular basis. We compete for resources within the college with the goal being to improve our lot, often with little regard for the overall good of the institution. Be aware though that as each of these discussions takes place, you will always hear the argument that we have the best interests of the students at heart.

Another phenomenon that we see in the previous example is that the effects are often separated in time and space from the causes. The problem with cool rooms was taking place in another community. The facilities manager never heard the complaints of the students. This is often the case. We take out our wrath on the service provider because they are the ones we have access to, but often the real problems are occurring elsewhere in the system. Systems Thinking provides tools and techniques such as causal loops and system archetypes that help us reconnect cause and effect and look at the total system with all the interrelationships so we can address the real issues. When the cause is separated in time and space from the effect, it often causes us to apply quick fixes and not get to the real issues.
One of the system archetypes is "The Fixes that Fail". This archetype shows how the unintended consequences of the fix action actually causes a worsened performance of the system. For example, we see declining enrollments. The first reaction is we need a major "get the student" campaign. It seems obvious that if enrollments are down, we need more students. Where do we get these new students from? We have massive recruitment activities at the high schools, perhaps we pressure admissions to accept some marginally qualified students without proper preparation, and so on. All this activity causes a disruption in the normal activity of the college and services to staff and students declines. At some point, students decide the level of service has declined enough to cause them to leave school. Now we have less students, requiring more recruitment activities, causing more disruptions and poorer service, causing more students to leave. It becomes apparent that this is a vicious circle with no obvious way out. As stated in The Fifth Discipline Fieldbook, "The easiest way out will lead back in."

Perhaps in the illustration above, the declining enrollments were a retention issue, due to deteriorating levels of service to students and our attempt to improve the outcome by more recruitment just made things worse.

As we look at our organizations, we need to keep in mind that they are systems made up of many interrelated subsystems. Chaos theory suggests that a butterfly flapping its wings in China can cause a weather disturbance that results in a major storm in New York. We must look at how one small change in some part of the system gets magnified in other parts of the system. We tend to get quite good at managing our part of the system. We need to get much better at looking at the system as a whole and not just a collection of parts. We need to better understand how our part of the system interacts with the other parts. Systems Thinking provides a way of looking at the whole organization and helps us see how to change it effectively.

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WHAT ARE THE ROLES OF THE CHAIR, FACULTY

MEMBER AND DEAN IN STUDENT ASSESSMENT?

By

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Robert P. Sorensen
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Associate Director Robert P. Sorensen has a broad background in vocational, technical and adult education. He has served as Associate Director and Senior Lecturer for seven years and as state director for 10 years of the Wisconsin Technical College System. Prior to the state director's role, he served as a president a technical college and in another college he served as assistant director of adult education, supervisor/coordinator of the trade/technical education and instructor. He has over 36 years in post/secondary education.

His educational preparation includes degrees in industrial technology, industrial education, vocational-technical education, and a Ph.D. in educational administration.

He has served as president of various organizations including the National Association of the State Directors of Vocational-Technical Education, Wisconsin Academy of Science, Arts and Letters, University of Wisconsin-Stout Foundation, and the Fond du Lac Area Association of Commerce. In addition he has served on various boards of control including Forward Wisconsin (public/private economic development group), Competitive Wisconsin (public/private economic development group), Governors Cabinet, State Job Training Coordinating Council, University of Wisconsin-Stout Board of Visitors, Madison Area Quality Improvement Board and the Wisconsin Educational Communication Board.

He has had extensive consultant/evaluator experience with such groups as the World Bank and the Industrial Labor Organization in Western and Eastern Europe, Ohio Commission on Educational Improvement, Arkansas State Department of Higher Education, Minnesota Technical College Board, Agency for Instructional Technology, National Center for Research in Vocational Education, Florida Department of Education, Georgia Department of Education, National Governors Association, Association of Independent Colleges and Schools, South Dakota Legislative Committee on Education, Utah Legislative Committee on Vocational/Technical Education, Iowa Board of Education and the North Central Association of Colleges and Universities.

Dr. Sorensen has done a number of research projects and publications in the field of vocational, technical and adult education.

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What Are the Roles of the Chair, Faculty Member, and Dean in Student Assessment?

<u>Introduction</u>

This subject of student assessment, that reflects student academic achievement, is receiving major attention throughout education, and particularly higher education. As attention mounts on assessments, so will be issues related to the subject. Simmons (1991) summarizes well the challenges that higher education faces with the attention that assessment will be receiving:

> Notwithstanding the fact that the issue of assessment evokes strong feelings either in support of or in opposition to the concept, the critical challenge for all of us in higher education in the 1990's will not be in debating further the merits of assessment, but rather in designing the most effective approach to the achievement of enhanced quality, particularly in light of declining resources and significant changes in demographic trends.

Leading up to the debate on the merits of assessment, it will be found that many states are demanding greater accountability from public community/technical colleges, and it is likely that such state initiatives and state regulation will increase in the years to come. There are a number of reasons for this increase in accountability. One of the major reasons has been our neglect of the issue because businesses and the legislatures have held higher education in such high esteem that they have been reticent to critique the results of our educational programming. This is changing rapidly as the educational leadership in this country is being returned to the states and local communities. As block grants are developed, at the state level, the legislative process will begin to hold the states accountable for the expenditure of the funds. Another major reason is that regional accreditation criteria has been implemented for institutional effectiveness. The regional accreditation associations believe strongly that proven institutional effectiveness improves the quality of teaching and learning.

Effective assessment of student achievement involves a change of mind as well as a change of technique. We must be willing to apply what we learn from assessment to effect change in our institution.

In reviewing the literature and through on-site evaluations of community/technical colleges, on this subject of student academic achievement through various assessment approaches, it has become apparent that the roles of chairs, faculty, and deans are very intertwined in carrying out an assessment responsibility. Therefore, this paper will speak to the issues in total rather than approaching it by an individual college staff responsibility. An emphasis will be placed on the staff role when an emphasis is needed.

Purposes, Issues, and Principles of Assessment

Assessment is not an end in itself, but a means of gathering information that can be used in evaluating the institution's ability to accomplish its purposes in a

number of areas. An assessment program, to be effective, should provide information that assists the institution in making useful decisions about the improvement of the institution and in developing plans for that improvement. As the President of Macomb Community College, Albert L. Lorenzo concludes, "Effectiveness is not a measurement process, it's a change process" (1990).

An institution contemplating an improvement in their assessment program would do well to spend time developing a plan. Without a plan, that has input from all facets of the institution, it will be doomed for failure before it is introduced. One such model of institutional effectiveness developed by the National Alliance of Community and Technical Colleges outlines the basic components of an institutional effectiveness program. While the process for developing or operationalizing institutional effectiveness varies, it normally contains seven basic steps:

1. Articulate the mission.
2. Establish a planning mechanism.
3. Develop an evaluation system that tells if "the college is doing what it says it does."
4. Identify critical areas of success.
5. Establish priority standards upon which the college can judge its effectiveness in the identified critical areas.
6. Determine mechanisms for documenting whether the established standards have been met:
   -Hard data (enrollment reports, licensure test results, transfer grades, assessment of majors, etc.)
   -Surveys (written, telephone, interviews)
   -Peer reviews
7. Utilize results of assessment for decision making.

As can be observed from the institutional effectiveness model above, Mather (1991) states that an effective and useful assessment program will be a mix of internal and external influences, inside and outside people, general and specific ideas, objective and subjective factors.

In carrying out a model for assessment, a number of characteristics within the model must be addressed. To address these characteristics Doherty and Patton (1991) provide a set of characteristics as a guide and stimulus to ongoing discussions and collaboration that should take place within an institution for an effective assessment program to be implemented. The following characteristics are offered as a framework to guide an institution's design and implementation of a program to assess student academic achievement.

1. **Flows from the institution's mission.**
   Central to the existence of an educational institution is the mission to educate students and ensure their academic attainment, which is then expressed in the public awarding of credits and diplomas. From each institution's specific formulation of this central aspect of its mission and purposes flows the assessment program that provides evidence of academic achievement and enables the institution to use the

documentation to improve its educational programs.

2. **Has a conceptual framework**

A conceptual framework is a set of principles that derives its definition and direction from the institution's mission and purposes. It provides direction for appropriate documentation and raises questions regarding the use of inappropriate documentation. Specifically, the principles should reinforce the importance of relating curriculum design, teaching, learning, and assessment. The frame-work should address the tendency, referred to previously, of using readily available examinations or assessments rather than creating or locating assessments specifically related to one's institutional pruposes.

3. **Has faculty ownership/responsibility**

Given the historic responsibility of faculty in judging the academic attainment of their students for the purpose of awarding credit and diplomas, this role should be self-evident. If the ultimate goal of assessment is the improvement of student learning, then faculty's role and responsibility in assessment as integral to improved student learning are crucial.

4. **Has institution-wide support**

High-level and widespread support within the institution for assessment of student academic achievement for institutional improvement is essential if faculty, staff, and students are expected to take assessment seriously. Board members, the President, and other administrators must take an appropriately active and positive role in understanding and fostering assessment goals and activities so that assessment becomes a routine way of life at the institution.

5. **Uses multiple measures**

Because of the variety of components involved in a full description of student academic achievement and the importance of assessing student development at various stages in the student's program, it is essential that the assessment program employ multiple measures. No one instrument is rich enough to capture the range of student achievement necessary for the institution to make a judgment regarding how well it is fulfilling its purposes in this area.

6. **Provides feedback to students and the institute**

This characteristic and number nine-leads to improvement-are closely related. The major reason for listing them separately is to highlight both the crucial role of feedback to the student and the institution.

7. **Is cost-effective**

While an institution's proposed assessment program must be well designed in order to provide information for institutional improvement, the program must also be designed to obtain maximum information for expended costs in time and money. It calls on the ability of faculty and administrators to develop appropriate timelines for those projects within the overall assessment program that can be sequenced developmentally.

8. **Does not restrict or inhibit goals of access, equity, and diversity established by the institution**
    If institutions undertake to design more sophisticated qualitative and quantitative approaches to assessment appropriate to their distinctive institutional character and student body, then educational quality and the serving of student's diverse needs and aspirations can only improve. If, however, a restricted view of what constitutes appropriate assessment measures begins to prevail, then important values that have traditionally characterized higher education may be adversely affected. It is essential, therefore, and beneficial from many perspectives, for institutions to reflect deeply on their mission and purposes and consider their implications.

9. **Leads to improvement**
    How faculty and administrators use the information from the assessment program to make plans and set timetables to enhance their educational programs is one of the most important issues of this new assessment emphasis. The most important point to reinforce regarding this characteristic is that assessment of student academic achievement should be viewed as a means, not an end.

10. **Includes a process for evaluating the assessment program**
    Like other programs in the institution, the assessment program itself needs to be evaluated. An evaluation process will determine whether the conceptual framework is sound and all components are appropriate to the institution's mission and purposes, the data gathered are being used for the intended purposes, and the primary goal of the program-the improvement of educational programs and the enhancement of student academic achievement-is being attained.

The faculty, the major component of any assessment program, deserves further comments. For many, if not most postsecondary institutions, the decision to engage in comprehensive outcomes assessment constitutes a major change that will most certainly affect the lives of the faculty in very substantial and sometimes profound ways.

This point of faculty involvement is made very clear by Eisenman (1991), when he stated:

> It is unthinkable that any substantial institutional change could ever occur, especially one that focuses on the assessment of student learning, without faculty ownership and involvement. Even if an institution could develop a system for documenting student academic achievement without faculty involvement, it is unlikely that a system so developed would ever produce documentation that would actually be used for institutional improvement. It is essential, therefore, that from the beginning, there be genuine faculty participation and involvement in the development and use of programs to assess and document student academic achievement if these programs are to have any beneficial impact on the level of student academic achievement.

The importance of faculty involvement in the development of assessment

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programs is stressed by many authors on the subject: most notably Astin, 1991; Erwin, 1991; Ewell, 1983; and Nichols, 1989. Eisenman (1991) summarizes these various authors by observing what appears as a common element of faculty involvement of the ownership/responsibility comes about as a result of an institutional culture or climate that places great value on assessment activities and their uses for improving institutional and educational processes and outcomes.

Conclusions

In general, institutions with healthy environments, characterized by a climate of trust in which risk-taking and experimentation are encouraged, are those in which significant assessment programs can develop and prosper. Such a climate is largely the result of efforts of campus leaders. The institutions that are successful in securing faculty participation in developing assessment programs will be the ones that are able to get an institutional dialogue going about student learning--what it should be, how it can best be brought about, how it can be observed and measured if and when it occurs, and ultimately how this information can be used to improve efforts to enhance student learning.

Braskamp (1991) states that, "Assessment is viewed as an ongoing process. It is continuous gathering, interpreting, and sharing of information involving multiple audiences--students, faculty, administrators, staff, trustees, alumni, legislatures, and the general public." What we are attempting to do with assessment is to evaluate an institution's well-being and to share that with the institution itself and the public in general so as to bring forth good public policy and decision making.

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WHO SAID YOU CAN'T DO THAT?

By

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Presenter:

Dr. Warren R. Nichols, Jr.

Dr. Warren R. Nichols, Jr. was named founding Associate Dean of Social and Behavioral Sciences and Public Service of Montgomery College in February, 1995. In that role he has been responsible for overseeing both academic and technical programs and personnel.

Dr. Nichols holds a doctorate in Higher Education Administration from The University of Houston and both a Master's degree in Criminal Justice Management and a Bachelor's degree in Criminal Justice from The University of Texas at Arlington. His A.A.S. degree in Law Enforcement is from Tarrant County Junior College, in Hurst, Texas.

Dr. Nichols came to the North Harris Montgomery Community College District from Victoria, Texas where he served as Director of Criminal Justice at Victoria College for 13 years. Prior to that time, Nichols served as a police officer in Arlington, Texas for ten years.

Warren Nichols is an active, participating member of the community, as is his wife, Chris. They have two sons. Warren's hobbies include travel, scuba diving, fishing, and tennis.

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Who Said You Can't Do That?

When Montgomery College, North Harris Montgomery Community College's newest campus was opened in 1995, it was with a sense of purpose and focus which has inspired both faculty and staff alike. Our President, Dr. Bill Law, ensured that every administrator, faculty member, staff member, and all members of our support staff, clearly understood that one of our primary goals was to improve retention and create an environment where every student was helped to succeed. In order to accomplish this goal, Montgomery College adopted the philosophy that retention and student success are the responsibility of faculty, staff, and administration.

We have encouraged our faculty to develop classroom teaching strategies that incorporate an active learning environment. Full time as well as the majority of our part time faculty have created a classroom environment where students take an active, participatory role in their learning. This learning includes the development of workplace competencies in all subject areas, both academic and in the technical and occupational fields. We realize in order to assist our faculty in developing more effective teaching strategies and changing the classroom structure from one of traditional lecture to a more open, active, and participatory setting, we need to provide our faculty with aggressive and continuos professional development.

We also understand the need for providing our students with the tools they will need to succeed in this different classroom environment. Students can do more than just sit in class and take notes. Group projects, oral presentations, research papers, field trips, and other types of activities require the student to take a more active role in the learning process. While many students welcome the opportunities this provides, many others experience a level of discomfort that can lead to lower grades or their withdrawal from classes.

The traditional college setting where students take these concerns to the counseling center for help seemed inadequate. What we truly needed was a process whereby the faculty member needing support, guidance, and professional development, is linked with a student development counselor who could provide the student with the tools to succeed in the new teaching environment.

In order to satisfy the needs of both the faculty member and the student, we assigned a seasoned student development professional as a member of each academic division rather than in a 9 to 5 counseling suite. The central concept of this commitment was to assist faculty in developing new programs, activities, interventions, techniques, and other direct support as a

means for achieving the highest possible student retention and success. A second and equally important responsibility of this position is to develop and maintain contact with the students of the academic division to assist in their academic success.

These Assistant Deans of Student Development are non-supervisory positions on 12 month administrative contracts and are selected for their expertise in the areas of teaching and learning strategies, academic advising, counseling skills, and organizational abilities. An Assistant Dean is assigned to each of the four academic divisions to serve as a resource to faculty on areas of instruction and student interaction, and as a professional counselor and academic advisor to all students within the division. While a student counseling center stills exists in a central location, the Assistant Deans are part of the academic division itself. The Assistant Dean is involved in all division activities, has their office within the division suite, and is fully accepted as part of the division team. This team approach fosters a closer relationship between the student development officer and the division faculty and students.

In their role with students, the Assistant Dean assumes primary responsibility for 1) developing and presenting personal and professional growth seminars for students, 2) providing personal counseling services as well as crisis intervention and referral, 3) diagnosing and coordinating special needs modifications, 4) serving as a student advocate to faculty and staff, 5) assisting and advising students with career discovery tools and career counseling, and 6) participating in the registration process including testing, orientation, and advising students in course selection.

The Assistant Deans' role with faculty includes 1) participating in the development of learning outcomes and learning activities as communicated on syllabi, 2) participating in the process of providing faculty with instructional feedback, 3) assisting faculty in addressing students' academic needs, 4) promoting the use of teaching methods which address the development of "Essential Abilities" and "SCANS" skills, and 5) promoting the use of activities which encourage active student participation in the learning process.

As with any newly created position, we are still experimenting with what works, what needs modifying and redefining, and what should be discarded. We are very pleased with the results we have seen so far. Faculty are excited and energized with the different teaching strategies they can use to relay the information to their students, and students are taking a much more active role in their learning. We are still accumulating base line data to determine if retention and student success have increased. We do know that teaching has become a lot more fun and satisfying.

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WHY IS CHANGE SO DIFFICULT?

INSIGHTS FROM THE REFLECTIVE JOURNALS OF COMMUNITY COLLEGE LEADERS

By

Roberta Liebler
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ACADEMY

Biographical Sketch of Roberta Liebler

Roberta Liebler serves as Chair of the Humanities and Social Science Division at Kankakee Community College. Keenly interested in internationalizing the curriculum, she developed the first courses with a global emphasis at the college. She teaches Ancient to Medieval Global Literature and Modern Global Literature. Currently, she is leading an interdisciplinary team developing curriculum to explore a college-wide international theme. Other areas of interest include professional development, classroom assessment, teaching communities, outcomes assessment, and transitioning between academic and developmental courses.

In 1996 she presented a paper entitled, "Critical Issues in Building a Global Literature Curriculum" to the 4th Annual Internation Conference of the Midwest Institute on International/Intercultural Education, where she serves as her college's representative. In January she will present another paper on global education. She recently served as the scholar for a series of community forums on "Choices for the 21st Century: Defining Our Role in a Changing World" sponsored by the National Endowment for the Humanities.

For four years Roberta was the director of the Nonprofit Management Program at Chicago's Roosevelt University, which provided a year of managerial training to a wide diversity of leaders from social service, health service, community organizing, education, advocacy, and self-help organizations. Through her fund-raising efforts, the program was supported with foundation grants.

Serving in a leadership role, in several community development, civic, and peace and justice organizations, has given her an understanding of citizen action. She has taught at a variety of community colleges and universities. As a free-lance writer her works have appeared in newspapers, magazines, and newsletters.

Her teaching experience began at Morris High School, Bronx, New York. After four years of teaching English, she provided interdisciplinary professional development training for three years.

Roberta earned a B.S. from State University College of New York at New Paltz, a M. A. from City College of New York, and a M.A. from New York University. Her thesis from CCNY was awarded publication in Educational Research. She will graduate with a PhD from Walden University this summer. Her dissertation is based on the materials discussed at this workshop.

Roberta lives with her husband and three daughters in Flossmoor, Illinois.

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Why is change so difficult?
Insights from the reflective journals of community college leaders.

The public and their governmental representatives demand greater accountability, quantifiable learning outcomes, and responsiveness to societal needs. Academic institutions search for ways to answer student demands, address community needs, adapt new technologies, fulfill workplace needs, tighten budgets, reallocate resources, and modify workloads. In the center of pressures for educational transformation sits the middle-manager. The degree of success of educational transformation will to a large extent depend on the leadership skill of higher educational middle management. An estimated 80 percent of academic decisions are made at the departmental level. Deans and chairs serve as the critical link between executive officers and faculty. As change agents, deans and chairs are pivotal in the transformation of higher education.

Though no formulas can determine which leadership style or which organizational law will work in a particular situation, the insights of others encountering similar challenges is instructive. As members of a Chair Academy, community college leaders recorded in their reflective journals their most private thoughts. What they discovered from their individual interpretive search for professional and personal meaning is a powerful travelogue for all who go on similar journeys.

This workshop will use the insights uncovered in the analysis of the reflective journals of community college leaders as a starting point to an exploratory discussion with participants of what is the meaning of the work we attempt to perform. A questionnaire will be completed by participants to find if the conflicts found in reflective journals ring true for their peers. The comparisons will begin a discussion on why stimulating change from the middle is so difficult. Rather than answer the questions of "how", this workshop is interested in the "why" of walking the tightrope of academic middle-management.

At midlife professionals usually take one of two paths. The more traveled road is a return to the terrain well-worn smooth by the steady repetition of comfortable shoes. The mature feet are able to coast down the mild incline on the momentum of past success. After years of improving one's professional skill, the midlife professional is able to repeat past successes until retirement. Such is the choice of the tenured faculty member who uses yellowed class notes over and over again. Perhaps the plans are updated around

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the edges but the structure remains the same. Not long ago this approach was acceptable even expected, but the global and cognitive demands of the post-modernist world require a constantly broadening perspective and a paradigm shift .

The second route, the less traveled road, is chosen by the community college leaders in this study. Like their more recalcitrant colleagues, they also have a track record of successful lessons and productive classes, but they are not interested in sitting on their laurels. They look over their shoulder and see new territory to be explored before the end of their traveling days. Standing on the successes of half a lifetime, they are excited that new possibilities remain. A new challenge is offered, perhaps accepted reluctantly at first, then embraced with enthusiasm. Professional development education, at the critical juncture where sheer will-power is no longer adequate but optimism still remains, revitalizes the commitment to make a difference. It is at this point the reflective journals are written.

The specialized professional training appropriate for their early career ill-prepares professionals in midlife transition for the integrated skills demanded of their present positions. What is needed at midlife is the craft for achieving further development and balancing the generative priorities of home and work. The anguished cry of the midlife crisis is a cry for wholeness. Though the stretching to grow is always tinged with pain, the expanding capacity is exhilarating.

Yet competency is far more than a body of knowledge, it is also a stringent process of self-examination. Reflective professional practice is an optimistic acceptance of the knowledgeable individual's power to stimulate change on a personal and organizational level. Reflective practice is a potentially useful tool for the organization of knowledge from educational administration on solutions to problems encountered in practice.

For higher education administrators, whose chief responsibility is solving problems in messy, on-going situations, journal writing can provide availability to an integration of emotions and past experiences, present information, and future planning. In the telling of the tale, in the sharing of the experience an interpretation is exposed, which was hidden during the doing. The motivation for recording one's story is to strive for meaning beyond the routine of living. The process of writing enriches the thought by stimulating a search for fresh information, a definition of values, and the accession of a new outlook. Stories enable the practitioner to explore, in context, the underlying assumptions and moral consequences of practice.

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Professionals analyze their practice for two reasons with differing dynamics. The first kind of search, for a correct technical decision, results in a greater sense of competency. The consequences of the second kind of analysis, critical reflection frequently results in not reassurance but disequilibrium. Critical reflection on practice prods and explores the raw topics of choices, power, mishaps, alliances, oppositions, and motivation. Exposed and dissected these sensitive, usually avoided issues, demand action.

Self-disclosure exposes the sores of vulnerability. No longer the reasoned and calm professional, the emotional, frailties of humanity are exposed. The consequences, are disturbing, if not dangerous. Not only are storytellers self-consciously revealing their role-in-action, but they are questioning their own practice. The continuous prodding of the bedrock of one's own professional practice results in placing oneself on ground that is, upon each successive examination, looking less stable, while self-generating the demand for a stance.

Reflective narratives do not allow the distancing of case notes nor the self-indulgence of complaining to a friend. The stories told to oneself require assuming responsibility for past and current actions while requiring future betterment. The process of professional narrative reflection is a developmental process with consequences to individuals and their place in the world.

The college leaders in this study sought careers in higher education because of a love of teaching. This dedication to passing on the thrill of knowledge remains the driving force in their professional lives. They accepted administrative positions, many reluctantly, in the belief that in a leadership role they might have a greater impact on the quality of teaching in their area of responsibility. Having become administrators with little or no training or previous managerial experience, they depend on good intentions and determination as means towards goal attainment. As successful academic products, they seek answers for problems through more education. When introduced to management theory they uncritically accept the author's suppositions. Without a knowledge base in the fields of management, organizational culture and development, or higher education history or culture, they lack the ability to be critical consumers of whatever theory is offered and attempt to apply it to their own situation. When the application doesn't work as hoped, which is often, they assume the problem is their insufficient comprehension of the theory. So they seek more readings, more workshops, more

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conferences.

The other assumed method toward success is dedication and hardwork. "More of myself" is the route to overcome problems. Longer hours, additional committees, better management, additional conversations, more analysis, more focus is the answer to all disappointments. They work with more people - build community, encourage communication, mediate conflicts They work harder and longer - frequently before and after faculty have left, on weekends, during vacations. They assume that family and friends accept that their absences are justified by a higher calling. Only at moments of crisis do they reconsider priorities but by then the damage may be irreversible. They treasure moments spent teaching or advancing in the discipline. Professional growth opportunities off-campus are islands of self-renewal.

With such a clear vision coupled with a powerful drive, they are frustrated by the intractability of so many they encounter. When instructors, who are focused on protecting their own turf, are invited to join in a march towards progress, they too frequently dig in their heals into their own little plot. More satisfaction is returned from the energy spent in supporting those who are otherwise neglected - adjunct faculty, disgruntled students, office staff, and undemanding competent instructors.

Upper administrators present the face of Janus. At times the middle-manager is invited to share in the secrets of the bigger picture. Visions of being a member of these ranks begins to grown. Invitations come to join (or even lead) committees, apply for advancement, or share insights. But the invitations are usually limited to performing a task, not joining the team. Attempting to build consensus among those one supervises, in order to implement the upper administrator's plan, is often met with fickle planning, insufficient funds, or return to autocracy. Instructors again find reason to doubt the administration.

Despite the discouragement, the lack of recognizable achievement, the lack of recognition, frequently the active revolt of faculty, and their declining health and personal life, they persist in the absolute belief that what they are doing is important.

If supported with adequate resources, if given the intellectual framework for their work, if supported by those they support, if provided with avenues to discuss with their peers the meaning of the job, they could achieve productive changes. Now they are weakening their own constitutions, stimulating reactions opposite to their goals, and only partly serving their institutions.

Though critical reflection is touted as a valuable tool

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for integrating learning, discovering culturally bound bias, uncovering oppressive practices, getting closer to a personal value system, among other virtues, the practice is far from harmless. One does not leap cognitively, scale walls of prejudice, nor illuminate dusty corners without muscular soreness or blinking eyes. Especially when the enthusiastic novice espouses the virtues of practicing continuous questioning to cognitive couch potatoes, the results are hurtful.

The remedy proposed is a sense of connectiveness with colleagues experiencing the same sort of disillusionments. The critical analysis of environmental impediments shifts the blame from the individual's lack of ability and understanding to that of creating systematic reform by uniting with like-minded people. Humans may undergo reflective experiences that enable them to view themselves from a different perspective, however, this personal transformation takes place within a context. Though people have the capacity to transform their perceptions, the setting in which they are situated limits their ability to activate a change.

The literature indicates that the explosive power of reflective thinking is best not handed over without a careful examination of the consequences. A continued community affirming the potential enrichment for the individual and betterment of the society buffers the resistance to change. A lone revolutionary can soon become disillusioned, desperate, or depressed by the intransigency of the unenlightened.

The extensive desire to take part in professional development programs reflects not only a genuine recognition of inadequate preparation for the rigors of the positions, but also a need for community. In professional development programs, participants by definition accept their deficiencies. The mask of competency is shed at the door. The classroom is generally the only place where sharing of doubts about one's ability to fulfill the task is not only uncritically acceptable, but absolutely necessary for fruitful discussion.

Professional development programs would be far more helpful if they were willing to be more than a mutual admiration society. Difficult, controversial, potentially explosive issues need to be explored in a forum where the complexity of critical issues are accepted, where pat, comfortable, and therefore faulty answers are rejected. Forums where the difficult questions are confronted are essential so the potentially dynamic energies of those in the middle.

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Chair Academy

Resources/
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