

Update

ON RESEARCH AND LEADERSHIP

Office of Community College Research and Leadership

University of Illinois at Urbana-Champaign

Contents

Characteristics of Excellent Postsecondary Instructors James A. Leach, <i>University of Illinois at Urbana-Champaign</i>	2
Technology Conference at Parkland George Johnston, <i>Parkland College</i>	3
Briefing Legislators about Tech Prep Gary Schott, <i>Rock Valley College</i>	4
Ag Conference Provides Idea Exchange Randy Wall, <i>Illinois Central College</i>	4
Paradigm Shifts in Education Susan Van Weelden, <i>McHenry County College</i>	5
Scholarship Program Supports Study Abroad Helen Nall, <i>John A. Logan Community College</i>	6
How Do You Find Out What Your Community Wants? ASK Anthony F. Bertauski, <i>Lincoln Land Community College</i>	6
June Conference on Workforce Training Holly L. Hays, <i>Illinois Manufacturers' Association</i>	7
Call for Articles	8

In this Issue

As we continue our third year of publishing *Update*, we want to express our thanks for your enthusiastic response to the newsletter. In this edition, we present articles on characteristics of excellent instructors, educating legislators about technology, and paradigm shifts in education.

We encourage you to return the enclosed survey form to help us plan future publications. We need your survey by June 1, 1992. In the meantime, let us know how we can serve you with *Update*.

Who We Are

The Office of Community College Research and Leadership was established in 1989 at the University of Illinois at Urbana-Champaign (UIUC). Our mission is to provide research, leadership, and service to community college leaders and assist in improving the quality of vocational-technical education in the Illinois community college system. The Office is supported by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education with funding from the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

Staff

Debra D. Bragg, *Director*

Catherine L. Kirby, *Research Assistant*

Update is published semiannually by the Office of Community College Research and Leadership. The editor of this issue is Catherine L. Kirby, a faculty member at Parkland College and graduate student in the Department of Vocational and Technical Education at UIUC. To obtain a free copy of *Update*, complete the subscription form on the back of this newsletter and return it to:

Office of Community College Research
and Leadership

Room 344 Education Building,
1310 South Sixth Street,
Champaign, IL 61820.

Characteristics of Excellent Postsecondary Instructors

by James A. Leach, University of Illinois

INTRODUCTION

A recent report published by the National Center for Research in Vocational Education (NCRVE) entitled "Characteristics of Excellent Postsecondary Vocational-Technical Instructors" summarizes a study that identified personality traits associated with excellent postsecondary vocational-technical instructors. Our research provides a psychological, motivational, and demographic profile of excellent postsecondary instructors.

How Excellent Instructors Were Chosen

Vocational-technical department heads/chairs from community colleges and technical institutes throughout the United States were asked to identify successful instructors within their institutions. Of the 500 instruments mailed, 266 were returned, thereby providing the pool of excellent instructors for this study.

Procedures

Vocational-technical department heads/chairs were instructed to describe the best instructor in their institution by completing a standardized instrument. The instrument was divided into three sections based on the data being collected. The first section focused on eight demographic characteristics of excellent instructors. Section two consisted of the decision model version of the SPECTRUM-I instrument. This instrument provides a measure of four basic motivational factors. Section three consisted of the decision model version of the Adult Personality Inventory (API). This instrument reports along 21 dimensions which reflect seven personal characteristics, eight interpersonal characteristics, and six career preferences. The results from sections two and three were then used to compare this sample group to the general population.

THE FINDINGS

Demographic Characteristics

The demographic characteristics investigated in this study were gender, age, educational level, tenure with the institution, number of years in the vocational teaching field, vocational program area, school enrollment, and school setting. The respondents chose 65% male and 35% female excellent instructors. Age of the excellent instructor ranged from early twenties to late sixties with a mean age of 45 years. Most excellent instructors possessed a Master's degree (57.0%). However, for some, the highest degree earned was a Bachelor's degree (22.9%), a Doctorate (8.9%), an Associate's degree (7.8%), or a high school diploma (10.3%). The excellent instructors averaged 12 years (range = less than 5 to more than 30 years) with their current institutions. In addition, a majority (51.5%) of excellent instructors identified had taught for 10 to 20 years (9.5% have been teaching over 20 years). The excellent instructors identified were fairly equally distributed among urban (36.1%), suburban (32.3%), and rural (31.6%) settings. A percentage breakdown of the excellent instructors identified by vocational program area was: Technical and Trades (20.7%), Medical Science and Allied Health (19.6%), Business (16.2%), Agriculture (10.6%), Industrial Technology (9.1%), Public Service (7.2%), and Home Economics (6.8%).

Personal Characteristics

Excellent instructors tended to possess a significantly different profile from the general population on several important dimensions. As a whole, this group was stable, calm, intuitive, and sensitive. They were team players who took direction well, preferred working in an ensemble setting, and were concerned with group standards. In addition, these individuals were creative and imaginative, rising up to meet and exceed the challenges of this profession. They performed well under stressful conditions and were confident they could handle most situations.

Interpersonal Style

Excellent instructors appeared to utilize certain interpersonal styles which contribute to their effectiveness. They could be described as warm, affiliative people who tended to take charge in social settings. These individuals viewed themselves as coaches, helping students to fulfill their goals by providing knowledge, support and expertise. Given the nature of their jobs and their apparent success, one would expect them to enjoy interacting with others, to have a good deal of self-confidence, and to be enthusiastic and outgoing.

Occupational Factors

On the average, excellent instructors tended to approach their tasks in a practical, yet creative and innovative manner. Due to their caring, sociable nature, they were most comfortable in roles that

involved interaction with other people and preferred situations where they could be of service to others. In addition, these motivated individuals welcomed the challenge of difficult problems and limiting realities.

Motivational Factors

Excellent instructors seemed to be motivated by exciting, challenging work that allowed for a high level of involvement. They greatly valued respect and acknowledgment of their efforts. As a whole, this group was goal-oriented and received satisfaction equally from both intrinsic and extrinsic rewards.

James A. Leach is an Associate Professor in the Department of Vocational and Technical Education at the University of Illinois at Urbana-Champaign.

To obtain the full report of this research, contact the NCRVE Materials Distributions Service at 1-800-637-7652.

Technology Conference at Parkland

by George Johnston, Parkland College

Dr. Richard Jones from the New York State Education Department kicked off the 1992 Technology Conference held at Parkland College on March 24. The theme of the conference was "Changing Technology: Challenge to Education." Beginning with the phrase "jet planes don't have rear view mirrors," Dr. Jones urged the nearly three hundred in attendance not to look back, but to look ahead.

More futuring was done by a panel of Central Illinois employers including Ben Bland from the Illinois Department of Transportation, John Ganyard from TeePak in Danville, Jim Huber from Caterpillar in Peoria, and Ken Waltsgott from J.M. Jones in Urbana. When asked by Panel Moderator George Johnston whether the group of Tech Prep students in the audience should be optimistic or pessimistic about the future, all panel members gave two thumbs up.

Lunch provided an opportunity for informal networking as well as a presentation by a long-time advocate for career education, Gayle Wright, former Math/Physical Science Division Chair at Parkland

College and Past President of the Illinois Council of Community College Administrators.

More than a dozen different breakout sessions marked the afternoon. Representatives from each of the participating Central Illinois Community Colleges demonstrated technical training specialties, along with representatives of business/industry and the Illinois State Board of Education. One of the more popular sessions included a tour of the University of Illinois' Beckman Institute. Conference Moderator Chuck Baldwin, Acting Associate Vice-President for Academic Affairs, called the conference a success. Noting that a similar conference was held last year at Danville Area Community College, Baldwin indicated he hopes that a technology conference will become an annual event. Conference planning and participation involved many schools, demonstrating the special spirit of cooperation among the central Illinois community colleges.

George Johnston is a faculty member and Tech Prep Coordinator at Parkland College in Champaign, Illinois.

Briefing Legislators about Tech Prep

by Gary Schott, Rock Valley College

Informing and garnering support from legislators for Tech Prep was the charge of Rockford businesses and industries during a recent luncheon meeting. Rockford businesses and education are working together to build partnerships and make positive changes in schools through a new federally-funded Tech-Prep initiative. On behalf of the area's Tech-Prep industrial advisory committee and American Pfauter Limited Partnership company, an informational luncheon was held for Illinois legislators from the Rockford area on April 28, 1992.

Speakers for the program included David Goodfellow, President of American Pfauter; Gary Schott, local Tech-Prep director; and Pat Derry, Executive Vice President Header Die and Tool, Inc. Ms. Dana Kline, counselor at Winnebago High School and another featured speaker at the luncheon, impressed upon the legislators the importance of supporting Tech Prep as an educational pathway that can give direction and motivation to non-college-bound students. She explained, "For students who

plan to go to college, there's a well-laid-out plan. But for the student who doesn't plan on college, we give him a class schedule of seven hours a day for four years and at least half of the slots are empty. 'Fill it in with anything', we say." Kline described Tech Prep as a means of providing solid curriculum plans for students who want a technical career or a career with technical demands.

Reflecting on the luncheon, Gary Schott described it as a successful beginning point for more local-state informational meetings regarding Tech Prep. He was encouraged by how well the advisory committee got behind the event and he commended the contributions of these individuals. He added that he saw this type of activity needed throughout Illinois and encouraged other Tech Prep consortia to consider planning similar events with their local legislators. He emphasized the need to build a strong local-state partnership to ensure the future of Tech Prep.

For information about planning a legislative luncheon, contact Gary Schott, Rock Valley College, Rockford, Illinois.

Annual Ag Conference Provides Idea Exchange

by Randy Wall, Illinois Central College

The Illinois Association of Community College Agriculture Instructors (IACCAI) held its 25th annual conference on October 10-11 at the Holiday Inn-Brandywine in Peoria, IL. Approximately 70 faculty and staff from Illinois community college agriculture programs and related organizations were in attendance. The conference is held each year to exchange information and ideas among community college agriculture faculty, to serve as a forum to identify problems and concerns of mutual interest, and to provide inservice education to the members.

Dr. Jerry Robinson of the University of Illinois at Urbana-Champaign was the keynote speaker. Dr. Robinson's presentation concerned his Rural Partners

program and the role of community colleges in rural community development. Other sessions at the conference addressed using labor market data for agriculture, developing quality indicators for community college agriculture programs, Tech Prep, core curriculum and the state goals for learning, and education of international students and faculty.

During the business session, the association approved changes in its constitution and elected the following officers: Dennis Sorensen, President; Doug Stockley, President-elect; Dave Catron, Secretary; Mike Daugherty, Treasurer; and Randy Wall, Past-President. It was announced that the 1992 Conference will be held in Kankakee on October 8-9.

Randy Wall is a faculty member of Illinois Central College in Peoria, Illinois.

We need your help!

*Take a few minutes to give us input
into future issues of **Update**.*

Please return the enclosed survey by June 1, 1992.

Don't let it get buried on your desk,

Do it now!

Thanks.

Update
Annual Publications Survey
Office of Community College Research and Leadership

Planning is underway for future publications of the Office of Community College Research and Leadership at the University of Illinois. Your input into our planning process is needed. Please take a few minutes to complete this form and return it by **June 1, 1992**. The form is pre-addressed for your convenience. Simply fold, stamp, staple, and drop it in the mail. Thank you.

Section I: Check topics that you would like to see addressed in future *Update* publications.

- | | | |
|---|--|--|
| <input type="checkbox"/> Accountability | <input type="checkbox"/> Institutional effectiveness | <input type="checkbox"/> Resource development |
| <input type="checkbox"/> Articulation/Tech Prep | <input type="checkbox"/> Leadership | <input type="checkbox"/> Retention |
| <input type="checkbox"/> Assessment of Learning | <input type="checkbox"/> Literacy | <input type="checkbox"/> School to work transition |
| <input type="checkbox"/> Business/industry/labor partnerships | <input type="checkbox"/> Management | <input type="checkbox"/> Student diversity |
| <input type="checkbox"/> Curriculum & instruction | <input type="checkbox"/> Mission | <input type="checkbox"/> TQM (total quality mgmt) |
| <input type="checkbox"/> Economic development | <input type="checkbox"/> Organizational development | <input type="checkbox"/> Work-based learning |
| <input type="checkbox"/> Faculty development | <input type="checkbox"/> Program evaluation | <input type="checkbox"/> Work force preparedness |
| <input type="checkbox"/> Funding | <input type="checkbox"/> Research & planning | <input type="checkbox"/> Other _____ |

Section II: List any conferences, special events, or innovative programs that your college is planning for the 1992-1993 school year that you would like to publicize in *Update*. Attach or send related information and news releases when available.

<i>Title</i>	<i>Description</i>	<i>Target Audience</i>	<i>Date(s)</i>	<i>Location</i>	<i>Cost</i>

Section III: Options for delivering information from this Office are being explored. Rank order your preference of mode of delivery of information by writing a "1" in the blank by your top priority, a "2" by your next highest choice, and "3" by your lowest choice.

- Standard mail
 FAX
 Electronic mail (e-mail)

Section IV: Help us keep our records up to date by providing background information about yourself.

Name: _____ *Job Title:* _____

Institution: _____

Address: _____

Work Phone: _____ *FAX No.:* _____ *E-Mail address:* _____

Section V: We continue to expand our mailing list with new subscriptions. Provide the names, job titles, phone numbers, FAX numbers, and E-mail addresses of persons from your institution who should be added to our mailing list.

<i>Name</i>	<i>Job Title</i>	<i>Institution/Address</i>	<i>Phone No.</i>	<i>FAX No.</i>	<i>E-Mail Address</i>

Paradigm Shifts in Education

by Susan Van Weeldon, McHenry County College

New forces reshape our business, social, and personal environments. Understanding these forces helps us describe the long-term direction of change and thereby reduces the fear of an unknown future. Continuous improvement through continuous learning is an on-going goal for those who want to stay afloat in the new environment.

A comprehensive set of skills needs to be developed and then continuously adapted to manage change. Called GEO forces, they represent concepts of Globalization, Empowerment and Orchestration (of technology). Together they are tearing down the walls of outmoded thinking and are making the future possible.

Globalization replaces parochialism, creating a single global marketplace. Empowerment replaces hierarchy, turning the rules of management upside down. Orchestration replaces the machine age, leading us into a world of friendly electronic tools. If we understand the magnitude and direction of these rivers of change we can begin to move with them.

Continuous improvement through continuous learning is an on-going goal for those who want to stay afloat in the new environment.

Globalization

Globalization means that we are competing in a global marketplace: The quality of products and services is being measured by global standards. To move with this force of globalization, we need to widen our frame of reference and "see the big picture." We also need to understand that the workforce will continue to become more diverse and develop an ability to bridge cultural gaps. Thirdly, while we can and should celebrate our national (and/or ethnic) identity, we can also adopt a global spirit by developing a sense of worldwide citizenship and responsibility.

Empowerment

Because of the pace of change, empowerment is no longer an option; It is an imperative. Tearing down the walls of hierarchy, which limit our speed and responsiveness, is essential to survival in the new global economy. Empowerment liberates the human spirit and creativity. The three pillars or principles of empowerment hold that:

- we are each accountable;
- feelings are important, and
- satisfaction is expected.

Empowered thinking can be promoted by an environment that encourages everyone to:

- update continuously, collaborating with others (in teams and strategic partnerships);
- cultivate creativity and quality by involving everyone in constant improvement.

Orchestration of technology

Orchestration of technology is the coordinated use of new, ultra-intelligent software and user-friendly hardware that helps us do more with less. Access, speed, and flexibility are three advantages of orchestration of technology. To accomplish this we need to build information capacity, to communicate in flexible ways, and to assimilate new advances.

According to Leland Russel, author-producer of the GEO Grid and "Tearing Down the Walls" (a video presentation), we need to understand the magnitude and direction (paradigm shifts) of the GEO forces or three great rivers of change. Once we do, we can envision the future. Beyond that, we can begin to move with the forces and "we can skate to where the puck is going to be."

Susan Van Weeldon is Associate Dean of Economic Development at McHenry County College, Crystal Lake, IL.

Scholarship Program Supports Students Studying Abroad

by Helen Nall, John A. Logan College

To enhance educational opportunities for community college students, the Illinois Consortium for International Studies and Programs (ICISP) offers semester abroad programs in Canterbury, England, and Salzburg, Austria, and a summer program in Queretaro, Mexico. Students live with local families and are immersed in the culture of the country while taking academic courses taught by faculty from the host country.

A major obstacle to participation in these programs has been a lack of funds, especially in these hard economic times. In response to this, John A. Logan College four years ago created a scholarship program

for students studying at ICISP overseas campuses, and has now sent nine scholarship students on these programs as well as other non-scholarship students.

The scholarship program was started by faculty and professional staff. Contributions have continued, forming the nucleus of the scholarship fund. Faculty donations now average approximately \$1,500 per year. For the past three years the College foundation has added a minimum of \$2,000 in scholarship money, and has established this as a continuing scholarship fund.

For more information contact Helen Nall, Office of International Education, John A. Logan College, Carterville, IL.

How do You Find Out What Your Community Wants? ASK

by Anthony F. Bertauski, Lincoln Land Community College

Lincoln Land Community College (LLCC) is a district with a population of over 300,000 spread across 15 counties and 3,700 square miles. The main campus is located in Springfield, which is an hour drive in several directions to the edges of the district. For the past two years emphasis in the Office of Community Education at LLCC has been directed at the analysis of community-delivered programs and services, assessment of client needs, and the development of a plan to better meet client needs in off-campus programs and services.

In the spring of 1991, a survey of the LLCC district was conducted using a random sample of the fifteen (15) counties and the eastside of Springfield, to determine community interest programs and services delivered off-campus.

In general terms, the survey described a group of respondents that was evenly split between males and females; employed in white-collar jobs or retired; above age 40 (52%); and longtime residents of the

district (71% having lived in the district for over 15 years).

The strongest interests of respondents centered around courses that would lead to degrees and additional occupational skills. These interests were supported by a strong desire to increase study skills and to have assistance in financial aid; academic advisement, career planning, and enrollment/registration.

A community education plan was developed to address the community interests expressed in the survey. The plan utilizes the area service centers, local community coordinators, and other community outreach programs to deliver increased or altered programs and services to outlying areas of the district. It is felt that a larger, more comprehensive survey should be utilized in the future, but in the interim LLCC will continue to work towards meeting the needs of clients identified by the initial survey.

Anthony Bertauski is the Executive Director of Community Education Programs at LLCC, Springfield, Illinois.

JUNE CONFERENCE ON WORKFORCE TRAINING

A conference entitled "On Workforce Training: Assuring Illinois' Industrial Leadership" is scheduled for June 16, 1992, in Lisle, IL. This meeting will be held at the Hilton Lisle Hotel from 9:00 a.m. to 5:00 p.m. and is being sponsored by the Illinois Coalition on Workforce Training. The conference is designed to provide information about state and local programs addressing a world-class workforce for the '90s, training youth for manufacturing careers, apprenticeships and Tech-Prep initiatives, and effective training strategies on manufacturers.

Individuals from throughout Illinois are encouraged to attend, especially business executives, education leaders, training managers, human resource development professionals, business members of vocational advisory committees, and others interested in developing a world-class workforce

The program promises an impressive agenda of topics and speakers.

- 8:00-9:00 Registration and coffee
- 9:00-9:15 Welcome, M. Blouke Carus, Carus Corporation & Chairman, IMA Education Committee
- 9:15-10:30 "Why Should Business Get Involved in Workforce Training?"
Moderator: Vince Serritella, National Alliance of Business
Barry L. MacLean, MacLean-Fogg Company
Mark S. Nussle, Viking Metal Cabinet Company
William Wiggenhorn, Motorola University
Rich McMenamin, Current Technology Co.
- 10:45-12:30 "What Businesses Can Do to Support Manufacturing Programs in Illinois"
Bruce Braker, Tooling and Manufacturing Association
Panel: Business and Education Representatives
- 12:30-1:30 Luncheon Speaker: Robert Galvin, Motorola, Inc.
- 1:45-2:15 "Tech Prep Programs and Work-Based Learning: How They Fit Together"
Fran Beauman, Illinois State Board of Education
- 2:15-3:30 "The Role of Business & Education in Work-Based Learning & Tech Prep"
• Career Exploration & Internships
• Youth Apprenticeships
- 3:30-4:00 "Next Steps for Interested Businesses" M. Blouke Carus, Carus Corporation, Richard Miguel, Illinois State Board of Education.
- 4:00-5:00 Reception

For brochures, registration forms, and additional information, contact Holly L. Hays, IL Manufacturers' Association at 312/922-6575, ext. 133. To register, a completed registration form and \$75.00 are due to the IMA, 209 W. Jackson Blvd., Suite 700, Chicago, IL 60606 by June 9, 1992.

Register by June 9, 1992

CONFERENCE REGISTRATION

Name _____
Title _____
Company _____
Association Membership _____
Address _____
City _____ State _____ Zip _____
Phone _____ Fax _____

Registration Fees

\$75

(\$60 for each additional company representative)

FAX us your credit card order at (312) 922-6592 Check enclosed (payable to IMA)
 VISA # _____
 Mastercard # _____

Individual's name indicated on credit card (expiration date)

Complete and return your remittance (make checks payable to the IMA or include your VISA/Mastercard information) to:
Attn: Holly L. Hays, IMA, 209 W. Jackson Blvd., Suite 700,
Chicago, IL 60606 Phone: (312) 922-6575, ext. 133.

University of Illinois
Office of Community College
Research and Leadership
Department of Vocational and
Technical Education
Room 344 Education Building
1310 South Sixth Street
Champaign, IL 61820

Subscription/Address Change

To obtain a FREE copy of Update or change your address, mail this completed form to the Office of Community College Research and Leadership, Room 344 Education Building, 1310 South Sixth Street, Champaign, IL 61820.

Name: _____

Title: _____

College/Organization: _____

Address: _____

City & State: _____

Zip: _____

Work Phone: _____

New Subscription Change of Address

Call for Articles

Update is a newsletter of the Office of Community College Research and Leadership, College of Education, University of Illinois at Urbana-Champaign. Future issues will examine the latest research and resources; and professional development opportunities for our community college educators. We welcome articles for our 1992-1993 *Update* newsletters by the following deadlines:

Fall edition—September 15, 1992

Spring edition—February 28, 1993

Address all correspondence regarding *Update* to:

Dr. Debra D. Bragg, Director
Office of Community College Research and
Leadership
344 Education Building
1310 South Sixth Street
Champaign, IL 61820

Office: (217) 333-0807

FAX: (217) 244-5632