

# Update

ON RESEARCH AND LEADERSHIP

Office of Community College Research and Leadership

University of Illinois at Urbana-Champaign

## In this issue

---

**The Changing of the Guard:  
Faculty Recruitment and Orientation**  
*Pam Crisman & Tina Stovall, Lake Land College*.....2

---

**Excellence in Teaching and Learning  
at Parkland College**  
*Sue Thomas, University of Illinois at Urbana-Champaign*  
.....4

---

**Are Community College Faculty Ready  
for the New Millennium?**  
*Janis Waite, Illinois Central College*.....6

---

**Integration in Illinois' Community Colleges:  
State Task Force Considers Future Strategies**  
*Darcy McGrath, Illinois Community College Board*  
.....8

---

**Centers for Excellence in Teaching and Learning  
Growing in Illinois Community Colleges**  
*Sue Thomas, University of Illinois at Urbana-Champaign*  
.....11

---

## Staff

**Debra D. Bragg**, *Update* Editor & Director, Office of Community College Research & Leadership (OCCRL), Associate Professor at UIUC

**Sue Thomas**, *Update* Associate Editor and Graduate Research Assistant at UIUC

**Christina O'Connell**, OCCRL Webmaster and Graduate Research Assistant at UIUC

**William Reger IV**, *Update* Managing Editor and Administrative Assistant at UIUC



*Update* is on-line!

Go to <http://hre.ed.uiuc.edu/occl> and choose *Current Spotlights* and then *Update*

## To our readers

This issue of *Update* focuses on community college teaching and learning as we approach the year 2000. Pam Crisman and Tina Stovall, both of Lake Land College, present recruitment and orientation plans designed to attract a new generation of faculty to community colleges. Sue Thomas of UIUC's Office of Community College Research and Leadership details core initiatives of Parkland College's Center for Excellence in Teaching and Learning. Later in this issue Sue presents contact information for teaching and learning units operating in many Illinois community colleges today or within the near term. Expressing concern about the lack of expertise of faculty to use new educational technology, Janis Waite of Illinois Central College suggests steps community colleges can take to strengthen faculty use of technologies in the classroom. Darcy McGrath of the Illinois Community College Board outlines the work of a newly organized state task force on integrating academic and occupational education.

Recognizing the importance of excellence in teaching and learning to community colleges, future issues of *Update* will present more articles on this vital topic, including the latest accomplishments of Illinois' seven postsecondary Tech Prep demonstration sites.

## 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.

## Send comments to:

*Update* Editor  
347 Education Building  
University of Illinois at Urbana-Champaign  
1310 South Sixth Street, Champaign, IL 61820  
Phone: (217) 333-0807 FAX: (217) 244-5632  
[d-bragg1@uiuc.edu](mailto:d-bragg1@uiuc.edu)

# The Changing of the Guard: Faculty Recruitment and Orientation

*Pam Crisman and Tina Stovall, Lake Land College*

The 1988 Commission on the Future of Community Colleges predicted that approximately 40% of the nation's community college faculty would retire by the year 2000. An examination of Illinois' community college system shows the Commission was on target. Many community colleges in the state are projecting higher than normal faculty turnover, primarily due to retirements.

Hired during the expansion years of the 1960s, most faculty approaching retirement have contributed to the building of Illinois' community college system. Their commitment to the open-door mission has created the diverse system of comprehensive community colleges that dots the state's landscape. Replacing this first-generation of faculty will not be easy, but it is necessary if the system is to continue to thrive.

For nearly a decade, community college leaders such as Terry O'Banion of the League for Innovation in the Community College have warned of an impending faculty shortage. Leaders have advocated that community colleges develop creative faculty recruitment and selection processes. With the departure of so many faculty at once, community colleges risk losing the collective wisdom of their history and culture because it is imbedded in the hearts and minds of its first-generation faculty. Replacement of these individuals represents a challenge for any community college. On the other hand, if handled skillfully, O'Banion suggests new faculty recruitment can create the "opportunity to influence the

future of community colleges for decades to come" (1994, p. 24).

## Faculty Recruitment

How community colleges organize themselves to attract the next generation of faculty is pivotal. Poor decisions pertaining to faculty selection could create problems for community colleges while wise choices are sure to benefit them.

How can community colleges be confident they are hiring qualified faculty? The goal of any faculty search is to create a pool of qualified candidates from which the best selection can be made (Marchese, 1987, p.23). To guarantee this goal is attained, a formal search process should be developed.

---

***Faculty recruitment can create the opportunity to influence the future of community colleges for decades to come.***

---

All faculty searches should follow uniform guidelines for selecting new faculty whose skills, abilities, values, and philosophies best match a community college's mission and goals. The process should maintain an open search for all applicants to ensure a diverse pool of applicants is attained. Applications should be reviewed promptly and objectively so that the process remains fair.

Ample time needs to be devoted to the development of each college's search process, particularly when new full-time faculty have not been hired for some time. College personnel who serve on search committees need time to carry out their duties in a careful and thoughtful manner (Higgins and Hollander, 1987). Once the institution's search process is under way, sufficient time should be devoted to each search, including interviewing selected candidates.

## Developing a Pool of Qualified Applicants

To develop a pool of qualified candidates, any search process should include numerous faculty recruitment activities such as preparing and placing advertising, publishing and mailing vacancy notices, and making personal contacts and visits. Once a college has decided to fill a position, steps should be taken to attract the best qualified applicant.

**Print advertisements** should be created that contain clear job descriptions and academic qualifications, plus the salary range, position title, and conditions of employment, including tenure and contract stipulations. Descriptions of the college, student population and community can be included as well. To gain wide visibility and as diverse a pool of applicants as possible, print advertisements should be placed in local, state, and national newspapers, and professional and trade journals (Higgins and Hollander, 1987, p.28).

**Vacancy notices** should be prepared and disseminated to the following types of organizations:

- College/University placement services
- Graduate programs
- Deans and department heads
- Professional placement services
- Local school systems
- Part-time and full-time employee organizations
- Businesses and industries
- City, county and state government offices

**Recruitment packets** should be prepared for dissemination to potential candidates. These packets can contain brochures, catalogs, videos, local Chamber of Commerce materials or any other information important to someone considering relocating to the college.

**Targeted mailings** help announce vacancies to discipline-oriented groups. Personal networking among professional, civic, and social organizations can be extremely beneficial (Marchese, 1987, p. 26).

**Special incentives** can be used to attract faculty. Communicating about relocation assistance, housing information, tuition reimbursement, child-care facilities, and tuition waivers for a spouse or family members is important (Miami-Dade, 1989, p.3).

## Faculty Orientation

Orientation programs can support the transition of new faculty to a community college. If done well, orientations can significantly shorten the time needed for new faculty to become integrated into campus life (Fink, 1992; Sorcinelli, 1994). Faculty orientations began in the 1960's during the growth of community colleges and in response to a perceived lack of adequate preparation by new

faculty to teach in the community college. In earlier days orientations were viewed as a socialization process that allowed faculty to gain an understanding of the role of the community college in higher education. Following the major growth of community colleges in the 1960's, faculty orientation efforts diminished. Now community colleges are revitalizing orientations as they face the development of a new generation of faculty.

Much can be learned about faculty orientation by studying the 1960's. Yet, consideration of current challenges and future goals is critical. In so doing, community colleges can be assured of developing faculty who can appreciate the past while developing a contemporary view of the community college in the 21st century.

## Integrating Orientation with the College's Mission

New faculty must become integrated into the community college's comprehensive mission. But to internalize that mission, they need to feel a part of it. Orientation is generally thought of as an opportunity to "create a unity, an esprit de corps, a sense of community" (Miller & Nadler, 1994, p.443). Similarly to new-student orientations, new-faculty orientations can encourage a sense of belonging.

Creating unity is important, but good orientations can do more. Just as good new-student orientations do, new-faculty orientations can provide valuable information about necessary resources and support programs.

## Surveying Faculty

How can community colleges determine what needs to be done with new-faculty orientations?

*Continued on page 10*

## Faculty Recruitment and Orientation Strategies

**1 Involve a campus-wide faculty committee** to plan and provide oversight for all new-faculty recruitment and orientation processes.

**2 Develop a formal search process for your community college.** Ensure all searches follow uniform guidelines. Encourage the recruitment of a diverse pool of qualified applicants.

**3 Support college personnel engaged in the search process.** Make sure they have adequate time, training, resources and support.

**4 Advertise faculty positions in newspapers and trade journals.** Use print advertisements that provide clear job descriptions, academic qualifications, position titles, salary ranges, and conditions of employment.

**5 Disseminate vacancy notices widely.** Provide them to professional groups, other colleges and universities, employers, and government offices.

**6 Create recruitment packages and special incentives** specifically designed to help your college attract the best candidates.

**7 Survey new and veteran faculty** regarding orientation programs. Find out the kind of information and resources that would be valuable to new faculty. Ask what format is most conducive to active participation.

**8 Benchmark the faculty recruitment and orientation processes used by other colleges.** Assess your college's efforts to be sure they are carried out effectively.

# Excellence in Teaching and Learning at Parkland College

*Sue Thomas, University of Illinois at Urbana-Champaign*

Historically community colleges have dedicated themselves to providing students with high quality teaching and learning experiences. At a time when higher education is criticized, it may be the newly forming Centers for Excellence in Teaching and Learning that offer the most hope for keeping the tradition of quality teaching alive in community colleges. Appearing under various titles, Centers for Excellence in Teaching and Learning at various community colleges in the state are designed to support faculty in providing challenging, relevant, and active learning experiences for students. (See a related article on teaching and learning centers in Illinois' community colleges on page 11.)

The Center for Excellence in Teaching and Learning at Parkland College is comprised of a subcommittee of a larger professional development committee that exists to facilitate and enhance quality teaching and student achievement at Parkland. The Center's director, Fay Rouseff-Baker says, "It [the Center] empowers professionals to nurture students and each other. The proactive and strategic vision of our President, Dr. Zelema Harris, has given our center a jump start."

The strategic plan for Parkland's Center for Excellence in Teaching and Learning was developed from input from faculty surveys and the College's professional development committee. Like all other activities at Parkland, strategic planning is an ongoing process.

During 1996/97, several initiatives are being planned and carried out by the Center.

**Faculty Mentoring.** About 70 instructors are involved in Parkland College's mentoring program. The Center offers orientation sessions, organizes stipends for mentors, holds discussion sessions, collects data, and evaluates and shares results regarding the mentoring program through Parkland's *Update* newsletter. The mentoring program keeps instructors current on new innovations in educational technology, pedagogy, theory, and learning styles.

Having completed the program recently, one faculty member spoke enthusiastically about the mentoring program saying, "It made me feel more connected to the other faculty members at Parkland." Another faculty member who acted as a mentor shared, "I feel that I am contributing to the department, the students, and most especially to the mental state of the new people."



To be mentored requires that a faculty member be a new, full- or part-time instructor, be interested in instructional issues, and be a teacher who realizes that he or she can never stop learning more about teaching.

**Classroom Assessment and Research Initiative (CARI).** A Center brochure asks instructors, "Is the way you are teaching effective?" According to K.

Patricia Cross, co-creator of classroom assessment research, increasing teaching and learning insights by instructors improves their understanding of the teaching and learning process. Both faculty and students benefit when instructors critically reflect on what students and faculty do in the classroom. All part-time and full-time faculty at Parkland are encouraged to learn about Classroom Assessment Techniques (CATS) as a primary vehicle for achieving excellence in teaching and learning.

---

*I've discovered sound and simple ways to find out whether my students are really learning what I'm teaching them. The techniques for assessing learning are becoming a natural part of my teaching process.*

---

Through Center activities, faculty learn how to use Classroom Assessment Techniques (CATS) such as the "minute paper" which asks students for one or two sentences about something meaningful learned during a particular class. Another technique, "the muddiest point," asks students to write a sentence or two on some unclear aspect of a class.

Deceptively simple, research shows CATS can produce powerful benefits for improving faculty teaching and, ultimately, student learning. Some of the

## Center for Excellence in Teaching and Learning at Parkland College

### Core Values:

- Facilitate collegiality and a college-wide exchange of ideas
- Encourage classroom assessment, research publications and presentations
- Train faculty in new technology and explore its implications
- Build bridges and promote networking with local schools, colleges and others
- Work closely with administrators to support faculty
- Recognize and honor faculty who model quality teaching
- Communicate conference, proposal and grant opportunities

### Key Initiatives in 1996/97:

- **Faculty mentoring** – keeps instructors current on innovations in educational technology, pedagogy, theory, and learning styles
- **Classroom assessment and research** – encourages new insights regarding classroom teaching
- **Technology and pedagogy** – draws upon the expertise of many of Parkland's faculty
- **Classroom workshops** – encourages faculty to share ideas about technology and learning
- **Update newsletter** – presents a one-page format to get vital information about the Center and innovations in teaching and learning to Parkland's faculty and staff

benefits documented by research include improved focus on learning, more intellectual stimulation, increased feedback opportunities, and greater involvement and empowering of students. Faculty also experience more feedback opportunities and intellectual stimulation as well as more creativity.

In describing Parkland's Classroom Assessment and Research Initiative one instructor says, "I've discovered sound and simple ways to find out whether my students are really learning what I think I'm teaching them. The techniques for assessing learning are becoming a natural part of my teaching process. The information I get from students gives me good ideas for what to do next with the class."

**Technology & Pedagogy.** The Center provides a fall faculty orientation as part of a week-long kick-off to a full year of professional opportunities designed to enhance teaching and learning. Orientation activities draw upon the expertise of many Parkland instructors. A multi-media presentation titled "Assessment is like a box of chocolates: you never know what you will get" details how to build an assessment program at the departmental level. Another titled "What do assessment & Apollo 13 have in common?" compares the challenges of successfully bringing Apollo 13 back to Earth with the challenges of developing an assessment initiative.

**Classroom Workshops** held in an informal, poster-session format give many college faculty an opportunity to share expertise.

**Technology presentations** held in conjunction with the workshops include:

- Internet support resources for faculty development and student research in intercultural learning
- Presentation software

- Hypertext multi-media
- E-mail access for students
- Distance education methods

**Teaching/learning presentations** include:

- Using the knowledge and experience of international students in the classroom
- Enhancing the participation of all students
- Incorporating diversity through classroom discussions, writing assignments, and collaborative learning

### **Parkland's Update Newsletter.**

The Center publishes a one-page newsletter called Update. Rather than a traditional newspaper format, information in Update is formatted in bulleted lists that can be read quickly. For example, the September 16, 1996, newsletter listed all team members involved in major Center initiatives for the year. The issue listed initiative titles and representative names. Summing up the importance of Parkland's Excellence in Teaching and Learning Center, Fay Rouseff-Baker reminds faculty that sharing ideas with others is critical, reinforcing the Center's goal of enhancing communications and building networks among faculty. Rouseff-Baker's gentle yet persuasive approach continually assures faculty they are vital to Parkland's vision of excellence in teaching and learning.

### **About the Author**

*Sue Thomas is finishing her doctorate in Community College Leadership at the University of Illinois at Urbana-Champaign (UIUC). Her interests are in improving community college teaching and learning, and her dissertation focuses on how confidence is nurtured in students who are nontraditional and underprepared. Prior to UIUC, Sue taught biology at Illinois Central College. She can be reached at (217) 333-0807 or h-thomas@students.uiuc.edu*

# Are Community College Faculty Ready for the New Millennium?

*Janis Waite, Illinois Central College*

Most community college faculty await the arrival of the class of 2000 with great anticipation. Faculty are hopeful these students will bring with them the experiences of two significant trends that have impacted education in the 90's - educational reform and the technological revolution. But when these students arrive will they find community college faculty using technology to assist them to think strategically? Will these students be able to apply what they have learned in prior schooling? Will they be encouraged to pose questions and solve problems? What role will instructional technology play in helping students define and achieve their educational goals while attending community colleges?

Answers to these questions rest, in part, in the level of involvement of current faculty in technology reform. No doubt student experiences will be determined, in part, by faculty who can be identified presently as technology leaders, resisters, or dabblers.

## Who are Technology Leaders, Resisters, and Dabblers?

Many faculty and administrators recognize that the appropriate use of instructional technology can enhance student learning. They also realize that a lack of technology or the poor use of it can be detrimental to student learning. To be most effective, technology should not be viewed as an end in itself but as a support for instructional goals that are directly related to increased student involvement and achievement. Individuals who hold these beliefs can be considered technology leaders.

**Technology leaders** use technology to:

- change the classroom to improve not only instruction but learning
- leverage the teacher-student relationship and geometrically increase what they and their students accomplish together
- develop courses for on-line use
- utilize distance learning technologies

**Technology resisters** are more reluctant to change their teaching methods to use technology in the classroom. Among other concerns, they sometimes suspect technology will de-skill their jobs.

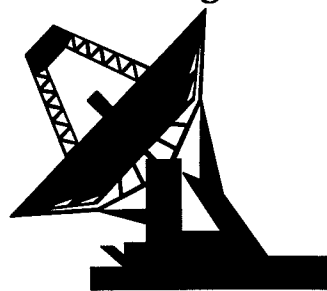
**Technology dabblers** often focus on questions such as, "How can I use technology to teach better?" This is a good question, but it is not as important as questions such as, "How can I use technology to improve student learning?" Technology leaders need to encourage dabblers to not only address questions related to teaching but more crucial questions related to learning. Both leaders and dabblers are needed to convert resisters because their input will be necessary if the colleges are to be successful with technologies in the future.

As many faculty are learning, using technology does not lessen the amount of time invested in teaching. For some, the commitment to integrate technology into the classroom means committing time above and beyond what is already done. This commitment may be difficult when faculty already feel burdened. To ensure faculty are preparing students for our advanced-technology future, community colleges must find ways to support their personnel to acquire such skills and knowledge.

---

*When students arrive will they find community college faculty using technology to assist them to think strategically?*

◆  
*What role will technology play in helping community college students define and achieve their goals?*



## What should Community Colleges Contribute?

1 Assist faculty to make the necessary transitions by providing resources, not only in terms of appropriate software and hardware but in human resources who can assist faculty. Instructional design specialists and programmers can provide valuable assistance to faculty engaged in software development processes.

**2** Offer assistance in how to integrate technology into traditional pedagogical formats such as lecturing. Software presentation packages allow faculty to improve their teaching, but careful planning is required. Remember, "delivering a truly fine lecture is certainly an art as well as a science. [For most teachers] lecturing is like throwing the shot: they spend all their time getting together a very heavy message, and then they just fling it. Lecturing, in fact, is more like throwing a Frisbee. The message has to be thrown in such a way that it can be caught" (Gigliotti, 1995). The successful use of technology in a lecture is no different.

**3** Support distance learning programs. Encourage and reward faculty who attempt these new instructional methods.

## What Steps should Faculty Take to Prepare for New Technologies?

**1** Reassess their own views on teaching and learning.

**2** Recognize the potential of instructional technologies to enable learners to gain control of their own learning.

**3** Use instructional materials more effectively.

**4** Become dominant players in selecting technologies that meet curricular goals.

**5** Play an active role in course-specific software development, and in authoring tools and software for the classroom.

**6** Encourage the use of technology as media not only for expression and communication, but for inquiry and construction of knowledge.

**7** Guide students through individual and collaborative activities using technology.

## Thinking Strategically about Educational Technologies

As we move toward the new millennium, it will become even more critical for community college leaders to serve as role models in the technology revolution. As role models, faculty need to continue seeking answers to tough questions.

- What are the effects of technology on student learning and faculty productivity?
- What effect does technology have on the priorities of teachers?
- Does technology stimulate critical thinking and higher-order thinking skills in students?

As answers to these most puzzling questions about teaching and learning using new technologies are found, students in the year 2000 will gain valuable experiences in the community college. Both faculty and students will recognize that technology is instrumental in helping them to think strategically, to apply what they have learned, and to pose questions and solve problems. When this occurs, both faculty and students will know they are indeed ready for the challenges of the new millennium.

## Selected Readings on Educational Technologies

Gigliotti, E. (1995). Let me entertain...er...teach you: gaining attention through the use of slide shows. *Journal of Continuing Education in Nursing*, 26(1), 31-33.

Lorenzo, A. (1992). *Critical issues facing America's community colleges*. (ERIC Document Reproduction Service No. ED 351046)

Means, B. (Ed.). (1994). *Technology and education reform*. San Francisco: Jossey-Bass.

Mehlinger, H. (1996, February). School reform in the information age. *Phi Delta Kappan*, pp. 400-407.

Morton, C. (1996, February). The modern land of Laputa. *Phi Delta Kappan*, pp. 416-419.

## About the Author

*Janis Waite is currently on a year's sabbatical from Illinois Central College where she has taught full time in the Associate Degree Nursing Program since 1978. She received her Bachelor's degree from Northern Illinois University, majoring in nursing, and later received her Master's degree from the University of Illinois at Chicago (UIC). She is completing course requirements for her doctorate at UIUC, specializing in Community College Leadership. Her primary area of interest is technology and its integration into the classroom, particularly within the field of nursing. Janis can be reached at (309) 742-8683 or jwaite7135@aol.com.*

Mark your calendar now!

## 7<sup>th</sup> Annual Connections '97 Conferences

St. Charles, Illinois  
April 15-16, 1997  
Springfield, Illinois  
June 12-13, 1997

To register or get more information contact:

Dr. Thomas Haynes  
Illinois State University  
Connections Project  
Campus Box 5560  
Normal, IL 61790-5560  
Phone: (309) 438-2687  
Fax: (309) 438-3211

# Integration in Illinois' Community Colleges: State Task Force Considers Future Strategies

*Darcy McGrath, Illinois Community College Board*

The traditional method of using lecture as a means of teaching students in a postsecondary setting is under debate today. Research in the areas of classroom assessment and individual learning styles, and the changing structures and educational needs of the workplace have prompted the debate, leading to antagonism and confusion, but also change. One innovation being debated throughout the nation is the idea of integration of academic and occupational education.

To clarify what integration is and how Illinois' community colleges can most effectively develop and implement integration strategies, the Illinois Community College Board (ICCB) and the newly formed Illinois Council for Occupational Education (ICOE), in cooperation with the Illinois State Board of Education (ISBE) and the University of Illinois Office of Community College Research and Leadership at the University of Illinois at Urbana-Champaign (UIUC), organized a task force on integration composed primarily of community college faculty and administrators.

The task force first met in September 1996 at Allerton Park near Monticello, IL. Members responded to the open-ended sentence "Integration is..."; reviewed and discussed various models of integration currently implemented by community colleges in Illinois and throughout the nation; identified challenges and benefits of integration; debated the kinds of systemic changes necessary to develop and implement integration; and brainstormed how integration can be strengthened system-wide.

## Integration is...

Task force members' ideas about integration varied, but consensus was reached around the idea of integration as a dynamic concept. There is no one concrete definition. Rather, task force members consider integration an adaptive process. They agree with the notion that "integration is a means to an end, rather than an end in itself." In sharing how integration actually works, members learned the models being used at their colleges parallel what is happening nationally. To develop and implement integration strategies is not a one-time activity. Anywhere integration is being tried, faculty and administrators are committing extensive time. It requires the commitment of a college, from top to bottom.

## Why Integrate?

The reasons for integrating can be just as diverse as the ways of defining it. Integrating academic and occupational instruction can broaden a community college's audience for general education skills and knowledge. When students can understand the relevance of an abstract or theoretical concept, their learning is bound to improve. When instructional strategies are integrated, in addition to academic and occupational content, students can become engaged in the educational process, and subsequently retain more knowledge. In addition, when integration is applied by modeling "new" workplaces, students are better prepared to compete and succeed in the world of work.

Faculty who embrace integration need to be encouraged to share their knowledge and expertise with colleagues, creating an environment of collegiality and breaking down the walls of academic (transfer) and technical (terminal) education.

## How to Begin

Beginning to integrate academic and occupational instruction can be a daunting task if attempted college wide. Rather than taking that approach, task force members stress the importance of gaining the commitment of college leadership overall, but gathering a smaller core group of faculty interested in working collaboratively and delving into unknown territory. "Be successful with a few people" and "employ teamwork" were two statements made repeatedly by task force members.

## What Problems are imposed Locally or by Outside Forces?

Change never comes easily. Certainly changing a method of delivering instruction creates its fair share of frustrations. Scheduling, the tendency of community college students to be course takers rather than program completers, government rules and regulations, and accreditation standards are just a few of the challenges community colleges face as they consider implementing academic and occupational integration.



Rather than having each college face every frustration alone as it attempts to integrate, the Integration Task Force believes the state can help to ease the burdens. Examples of support the state could provide to the community college system include being a clearinghouse for electronic and print resources on integration, sponsoring workshops that focus on various issues surrounding integration, and coordinating the support of state-level entities that can influence integration within Illinois' community college system. All these and more activities are being considered by the Task Force.

## What next?

Results of the Integration Task Force's meeting in September and two subsequent discussions will soon be summarized in a position paper tentatively titled, *Integration in the Illinois Community College System*. The intent of this position paper is to disseminate perspectives on integration to the Illinois community college system, including how integration can be realized within community colleges, what a college can do to develop and implement integration, and how the state can be a resource and support mechanism. The paper will contain a recommended reading list to assist community college personnel in developing and implementing academic and occupational integration.

At the November 1996 Illinois Council for Community College Administrators Conference, an outline of the paper was presented as part of the session on "Retooling the AAS Model: An Illinois Council for Occupational Education Round Table Discussion." Information gleaned from that discussion is being considered by task force members.

A distribution process for the position paper will soon be developed, including a procedure for obtaining feedback and ultimately

endorsement by the broadest and most appropriate audience possible. Task force members anticipate the final paper will be a springboard for further discussion at the local level, encouraging the institutionalization of academic and occupational integration in the Illinois community college system.

## Selected Readings on Integration

Boesel, D. (1994, July). Integration of academic and vocational curricula. *Final report to Congress, Vol. III: Program improvement: Education reform*. Washington, DC: Office of Educational Research and Improvement, US Department of Education.

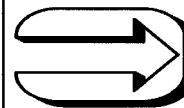
Falcone, L., & Mundhenk, R. (Eds.) (1994). *The tech prep associate degree challenge: A report of the tech prep roundtable*. Washington, D.C.: AACC.

Grubb, W., & Kraskoukas, E. (1992). *A time for every purpose: Integrating occupational and academic education in community colleges and technical institutes*. Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Grubb, W., Badway, N., Bell, D., & Kraskouskas, E. (1996). *Community college innovations in workforce preparation: Curriculum integration and tech prep*. Mission Viejo, CA: A joint publication of the League for Innovation in the Community College, National Center for Research in Vocational Education, and National Council for Occupational Education.

Norton, A. (1995, Fall). Curriculum integration at Illinois Central College, *Update Newsletter*, 7(1), 4-5. Champaign, IL: Office of Community College Research and Leadership.

Warren, W. (1996, Summer). Discovering modernity. *Workplace, National Council of Occupational Education Newsletter*, 7(1), p. 9.



## Task Force Members

**Ed Beckstrom**, McHenry County College

**Marguerite Boyd**, Triton College

**Debra Bragg**, University of Illinois at Urbana-Champaign

**Bruce Conners**, Kaskaskia College

**Sandy Dunkel**, Illinois State Board of Education

**Dan Hagberg**, Heartland Community College

**Joe Helbling**, McHenry County College

**Jan Ignash**, Illinois Board of Higher Education

**Susan McBride**, Black Hawk College

**Darcy McGrath**, Illinois Community College Board

**Gayle Pesavento**, John A. Logan College

**Dan Segebarth**, South Suburban College

## About the Author

**Darcy McGrath** is the Associate Director for Workforce Development at the ICCB where she works on the Illinois Occupational Skills Standards, the Manufacturing Technology Articulation project and Tech Prep, all of which pertain to enhancing teaching and learning within the Illinois community college system. Currently she is completing a Master's degree in Communications at the University of Illinois at Springfield. Darcy can be reached at (217) 785-0082 or [dmcgrath@iccb.state.il.us](mailto:dmcgrath@iccb.state.il.us)

*Continued from page 3.*

Community colleges can conduct pre-participation surveys to determine what faculty want from an orientation (Boice, 1992).

Recently, a survey was conducted at Lake Land College in Mattoon, Illinois with full-time faculty to determine their preferences for new-faculty orientation. This faculty survey indicated a preference for on-going monthly orientation sessions rather than one pre-service session. Results of the questionnaire identified other specific objectives rated as important for inclusion in the orientation program. Further developments at Lake Land College have utilized the questionnaire results, making the survey process vital to the College's future activities.



## Benchmarking Faculty Orientation Practices

Benchmarking what other community colleges do with any kind of initiative can be helpful in developing new programs or improving existing ones. Lake Land College has benchmarked the way other community colleges provide new faculty orientation. Although much has been learned, Lake Land has concluded that it is important not to simply adopt what others are doing. Rather, the needs of an institution's new faculty need to be studied carefully. With this prior information in hand, benchmarking can be useful because a baseline is created for incorporating new ideas.

Research on new faculty orientation done at Lake Land and elsewhere indicates there is no single perfect outline for a successful orientation program. Ideally, activities should be based on feedback from the faculty themselves. Orientations

should be planned by a campus-wide committee of faculty representing both newcomers and veterans. Orientations are much more than meetings to greet and introduce newcomers to an institution. When done well, they help new faculty see themselves as a vital part of the community college, embracing its objectives and mission.

## Selected Readings

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. Second edition. San Francisco, CA: Jossey-Bass Publishers.

Boice, R. (1992). *The new faculty member: Supporting and fostering professional development*. San Francisco: Jossey-Bass.

Chickering, A. & Gamson, Z. (1991). Seven principles for good practices in undergraduate education. *New Directions in Teaching and Learning*, 47, San Francisco, CA: Jossey-Bass Publishers.

Cross, K. P., & Steadman, M. H. (1996). *Classroom research: Implementing the scholarship of teaching*. San Francisco, CA: Jossey-Bass Publishers.

Dubois, G. (1993). Hidden characteristics of effective community college teachers. *Community College Journal of Research and Practice*, 17(5), 459-471.

Gaff, J. (1973). Making a difference: The impacts of faculty. *Journal of Higher Education*, 44, 605-622.

Fink, L. (1992). Orientation programs for new faculty. In M. D. Sorcinelli & A. E. Austin (Eds.). *New Directions for Community Colleges: Developing New and Junior Faculty* (pp. 39-49). San Francisco: Jossey-Bass.

Hammons, J., & Barnsley, J. (1996). The elusive search to define the effective community college teacher. *Community College Journal of Research and Practice*, 311-322.

Higgins, J. and Hollander, P. (1987). *A guide to successful searches for college personnel: Policies, procedures and legal issues*. Washington D.C.: American Association for Higher Education.

Horan, M. (1991). *Attributes of exemplary community college teachers: A review of the literature*. (ERIC Document Reproduction Service No. ED 346 900)

Marchese, T.J. (1987). *The search committee handbook*. Washington D.C.: American Association for Higher Education.

Miami-Dade Community College. (1989). *Recommendations concerning new faculty*. Miami, FL: Miami-Dade Community College. (ERIC Document Reproduction Service No. ED313079)

Miller, M., & Nadler, D. (1994). Orientation program considerations for new community college faculty. *Community College Journal of Research and Practice*, 18, 441-448.

O'Banion, T. (1994). Teaching and Learning: A mandate for the nineties. *Community College Journal*, 64(4), 21-25.

Sorcinelli, M. (1994). Effective approaches to new faculty development. *Journal of Counseling & Development*, 72, 474-479.

## About the Authors

**Pam Crisman** has been Public Relations Director at Lake Land College for 13 years. She has received numerous awards for her work. One of her latest projects is the development of the College's internet website. Pam is pursuing a Master's degree at UIUC specializing in Community College Leadership. She can be reached at (217) 234-5215 or by e-mail at [pcrisman@lakeland.cc.il.us](mailto:pcrisman@lakeland.cc.il.us)

**Tina Stovall** is a counselor and student success course instructor at Lake Land College. Tina received an Associate's degree from Lake Land and then continued study at Eastern Illinois University where she received her Bachelor's and Master's degrees in Educational Psychology and Guidance. Currently Tina is completing course work for a doctorate specializing in Community College Leadership at UIUC. Tina can be reached at (217) 234-5256 or by e-mail at [mstovall@lakeland.cc.il.us](mailto:mstovall@lakeland.cc.il.us)

# Centers for Excellence in Teaching and Learning Growing in Illinois Community Colleges

*Sue Thomas, University of Illinois at Urbana-Champaign*

To foster networking among community college centers or units/groups dedicated to excellence in teaching and learning, we conducted a brief fax survey of all Illinois community colleges in October 1996. To date, we have learned that at least half of the state's community colleges have established some form of a teaching and learning center, committee, or other unit, although they vary widely in purpose and activities. Some are dedicated solely to helping faculty use new technologies, others provide a range of professional development initiatives including mentoring, multicultural awareness and classroom research. At least three community colleges plan to start a new teaching and learning unit in the future. If your college has already established a teaching and learning unit or is making plans to do so, we want to hear from you. Please contact Sue Thomas at the Office of Community College Research and Leadership at UIUC.

Contact information collected thus far follows:

## **Black Hawk College**

Teaching/Learning Center  
6600 34th Avenue, Moline, IL 61265  
Trudy Watson/Renae Harroun, Co-directors

Contact: Marvin Bausman  
309-796-1311 (voice) 309-792-5976 (fax)  
e-mail: bausmanm@bhcl.bhc.edu

## **City Colleges of Chicago**

The Teaching and Learning Institute  
226 W Jackson Blvd., Chicago, IL 60606  
Contact: Dr. Betty Lawrence  
312-553-3280 (voice) 312-553-2722 (fax)

## **Danville Area Community College**

Instruction & Student Services  
200 E. Main St., Danville, IL 61832  
Contact: Wilbur Dickson, Vice Pres.  
217-443-8770 (voice) 217-443-8560 (fax)

## **College of DuPage**

Faculty Development Center  
425 22nd St., Glen Ellyn, IL 60137  
Contact: Jo Ann Smith  
630-942-3026 (voice) 630-942-3146 (fax)

## **Elgin Community College**

*New unit in the planning stages*  
1700 Spartan Dr., Elgin, IL 60123-7193  
Contact: Dr. Edna Baehre  
847-697-1000 (voice) 847-622-3030 (fax)

## **Highland Community College**

Curriculum and Instruction Committee  
2998 W Pearl City Rd., Freeport, IL 61032  
Contact: Craig Robert Kraack  
815-235-6121 (voice) 815-235-6130 (fax)  
e-mail: ckraack@admin.highland.cc.il.us

## **Illinois Central College**

East Peoria, IL 61635  
Contact: Nancy Varness, Director of Instructional Innovation  
309-964-5758 (voice) 309-694-5450 (fax)

## **Illinois Valley Community College**

*New unit in the planning stages*  
315 N. Orlando Smith, Oglesby, IL 6134  
Contact: Dr. Jean Goodnow  
815-224-2720 (voice) 815-224-3033 (fax)

## **Joliet Junior College**

*New unit in the planning stages*  
1215 Houbolt Rd., Joliet, IL 60431  
Contact: Jerry Lewis  
815-729-9020 Ext. 2232 (voice)  
815-744-5507 (fax)

## **Kankakee Community College**

Office of Instruction and Workforce Development  
PO Box 888 River Rd.  
Kankakee, IL 00901  
Contact: Dr. Sam Hill  
815-933-0206 (voice) 815-933-0217 (fax)

## **College of Lake County**

Professional Growth Center  
19351 West Washington Street  
Grayslake IL 60030-1198  
Contact: Russell Peterson  
847-223-6601 (voice) 847-223-0934 (fax)

## **McHenry County College**

Center for Teaching and Learning  
8900 U. S. Highway 14  
Crystal Lake, IL 60012  
Contact: Leslie Scorpose  
815-455-8902 (voice) 815-455-3999 (fax)

## **Oakton Community College**

Staff Development Program  
1600 E. Golf Rd.  
Des Plaines, IL 60016-1268  
Contact: Richard L. Storing  
847-635-1952 (voice) 847-635-1764 (fax)  
e-mail: storing@oakton.edu

## **Olive-Harvey College**

Academic Affairs  
10001 S. Woodlawn, Chicago, IL 60628  
Contact: Dr. Gregory Gray  
773-291-6312 (voice) 773-291-6142 (fax)  
e-mail: ggray@ccc.edu

## **Olney Central College**

Education Process Improvement Center  
305 N. West Street, Olney, IL 62450  
Contact: Dan Niederman  
618-395-7777 (voice) 618-392-5212 (fax)  
e-mail: simon\_jester@omegabbs.com

## **Parkland College**

Center for Excellence in Teaching and Learning  
2400 W. Bradley Avenue  
Champaign, IL 61821-1899  
Contact: Fay Rouseff-Baker  
217-351-2524 (voice) 217-373-3899 (fax)  
e-mail: frouseff-baker@parkland.cc.il.us

## **Rend Lake College**

Office of the Vice President  
Route #1, Ina, IL 62846  
Contact: Dr. Steve Tietz  
618-437-5321 (voice) 618-437-5677 (fax)  
e-mail: tietz@rlc.cc.il.us

## **Richland Community College**

Center for the Enhancement of Teaching and Learning  
One College Park, Decatur, IL 62521  
Contact: Kenneth Ender & Lois Hamilton  
217-875-7211 ext. 224 (voice)  
217-875-2962 (fax)  
e-mail: kender@richland.cc.il.us

## **Rock Valley College**

Personalized Learning Center  
3301 N. Mulford Rd, Rockford, IL 61114  
Contact: Diane Kuehl  
815-654-4460 (voice) 815-654-4339 (fax)  
e-mail: adp11dk@rvcux1.cc.il.us

## **Sauk Valley Community College**

Instructional Services  
173 IL Rt. 2, Dixon, IL 61021  
Contact: Dr. Philip Gover  
815-288-5511 (voice) 815-288-5958 (fax)  
e-mail: goverp@hpux1.svcc.il.us

## **Southeastern Illinois College**

Department of Instruction  
3575 College Road, Harrisburg, IL 62946  
Contact: Dr. Mary Jo Oldham  
618-252-6376 (voice) 618-252-3156 (fax)  
e-mail: mjoldham@sic.cc.il.us

## **South Suburban College**

Faculty Development Committee  
15800 S. State St., So. Holland, IL 60473  
Contact: Sally Beckman  
708-596-2000 ext. 369 (voice)  
708-210-5710 (fax)

## **Spoon River College**

Instructional Resources Committee/  
Professional Development Committee  
23235 N. County 22, Canton, IL 61520  
Contact: Dean of Occupational Programs  
309-647-4645 (voice) 309-647-6498 (fax)

University of Illinois  
Office of Community College  
Research and Leadership  
College of Education  
347 Education Building  
1310 South Sixth St.  
Champaign, IL 61820

NON-PROFIT ORG.  
US POSTAGE  
**PAID**  
CHAMPAIGN, IL  
PERMIT NO. 75

### Subscription Info and Address Change

To be placed on our mailing list, obtain a FREE copy of *Update*, or change your address, provide the following information via mail, fax, or e-mail to the Office of Community College Research and Leadership, 347 Education Building, 1310 South Sixth Street, Champaign, IL 61820. **Phone: (217) 333-0807**  
**FAX: (217) 244-5632 e-mail: d-bragg1@uiuc.edu**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

College/Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City & State: \_\_\_\_\_

Zip: \_\_\_\_\_ E-Mail: \_\_\_\_\_ Website: \_\_\_\_\_

Work Phone: \_\_\_\_\_

\_\_\_\_\_ New Subscription \_\_\_\_\_ Change of Address