

← ELEVEN UPDATE



**So...Just HOW Does
This 'Change' Thing
Work, Anyway?**

- Understanding change. . .accepting change. . .embracing change. . .yada . . .yada. . .yada. But . . .how do we actually DO change? How do we IMPLEMENT the programs, systems, services and innovations that our students need and our institutions demand? Read on. . .
- Change demands that we struggle with issues of integrity and ethics. Often on uncharted ground, rarely with a clear charge, we have to piece together the new. Mary Olsen provides a challenging perspective in **Sheparding Change: Academic Integrity** (Page 3)
- Grizzled veterans of the student affairs wars, listen up! Our newer, occasionally younger, colleagues can bring fresh energy and new approaches to making change happen. Read about one example in Margaret Collin's **An Emerging Professional's Perspective on Leadership** (Page 6)
- Oooooopps. . .sometimes it just doesn't work. Too many obstacles. Mistakes. Loss of momentum. In **When Change Fails**, Guest Editor Jack Becherer provides sage advice on minimizing the damage, reducing the frustration, and learning from experience. (Page 8)
- It takes a lot of people to do a lot of change. Involving people, communicating effectively, clarifying roles. . .all these 'human' parts of implementing change are tackled in Joe LeCluyse' **Are You Trying To Get Rid Of My Job?** (Page 12)
- Have we all heard of the Maricopa system. . .Arizona's answer to 'how can we serve all these different constituencies, do it in an exemplary manner and not go crazy?' Well. . .Rio Salado, of the Maricopa system is, by its mission, bound to go REALLY crazy. Or to handle change in very creative ways. Read about it in **What Does Change Mean To Rio Salado** by Betty Elliott. (Page 14)
- Last. . .but absolutely not least. . .read the first **Notes From The Chair** from Commission XI's brand new chair, Susan Salvador. Taking the reins from outgoing chair Jennifer Wimbish, Susan outlines Commission XI goals, reports on ACPA activity and. . .watch out!. . .asks for your help. (Page 2)

Eleven Update

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**The Newsletter of Commission XI - Student Development in Two-Year Colleges
American College Personnel Association**

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New Chair States Comm XI Goals, Asks For YOUR Involvement

Notes from the Chair...

❑ Jennifer Wimbish has completed her last official responsibility as Chair, and has passed on to me not only the papers, but also her wisdom and knowledge of the position and Commission XI. Thank you, Jennifer, for your leadership over the past two years.

❑ I have been involved with Commission XI for many years and am pleased to be Chair and to have the opportunity to work with you on future projects.

❑ ACPA's Leadership meeting in St. Louis this past July was very productive. Among many leaders of ACPA, the chairs of all Commissions (except 2) were able to attend. The following are noteworthy points of information for Commissions:

- ♦ Commission memberships must be renewed each year.
- ♦ Recruitment and retention strategies for commission members should be further explored.
- ♦ Commissions were requested to look more closely at benchmarking for their functional areas. Interest is to focus on more qualitative rather than quantitative outcomes.
- ♦ Commissions should work more collaboratively on initiatives/projects, as well as to increase their efforts to co-sponsor pre-conference and conference workshops.

♦ *Assistance is needed to develop the Affirmative Action Policies/Procedures. Constituencies need to be contacted to address issues relevant to Affirmative Action and inclusiveness.*

Future Directions

❑ Commission XI's 1997-98 goals include:

- 1) create a plan for an Institute,
- 2) develop and strengthen partnerships with senior institutions to increase research in the area of community colleges,
- 3) continue to articulate with ACPA leadership and other commissions, the needs and concerns of student services professionals in community colleges, and
- 4) produce four informative newsletters.

Please contact me at ssalvador@monroecc.edu, or phone (716) 292-2124 to inform me how you want to become more involved with Commission XI. We need your energy and expertise.

Dr. Susan Salvador
Commission XI Chair

**Mark March 14-18, 1998 on
your calendar for the ACPA
conference in St. Louis.**

Shepherding Change: Academic Integrity

□ When we reach a certain age, we begin to think about what we will leave behind as our legacy. We ask ourselves: "What footprints will remain after I leave and where will they lead? What, if anything, will be different because I and not thee were in the position I've occupied? Will I only be remembered for the problems I've solved (or bungled), or the budgetary items I approved or refused to endorse?" These may be an older person's thoughts but they're not bad to have as we begin a career, or to keep us focused mid-career. We all need to answer for ourselves: "To what end am I working so hard?" "What difference does it make?" "Who cares?"

□ My thoughts along these lines were stimulated by a conversation I had with a man of mature years who loved opera. He didn't seem like the "opera type," so I inquired about his love of opera. His eyes lit up as he described a dean from his alma mater, a nun who herself loved opera and who was committed to exposing her students to opera and turning them into fans. She did this by her own enthusiasm and by bringing to campus performers who could make the opera come alive for the students. She had a vision, she had a plan, and at least in one case, she had a convert.

Change

□ I believe that change comes about because something matters to somebody who is willing to do the work to bring about the change. Also, I believe that change occurs most readily when the timing is right - when the stars line up and the ground is fertile.

□ Change doesn't work very well when the motives are suspect [personal glory, professional pride, financial gain] unless of course you count the temporary change that comes about when one buys compliance through money or power, a temptation not available to student affairs professionals who have precious little of either. Most people also don't change because they're chastised and scolded or told it's good for them or the world order if they do so.

□ Change is uncomfortable because it upsets what we've grown to know and expect, even if we're in a horrible situation and any change would seem to be preferable to a rational person. Change usually is accompanied by our feeling uncomfortable and unsafe and consequently suggestions for us to change are often not met with confidence and a warm reception. Therefore rather than trying to impose change on others, we are best advised to model the changes we've made personally or wish to see in others and only talk about the changes as we're asked to do so. If we want to encourage people to act with integrity then we must act with

integrity over time, not just on special occasions when we're being observed.

Integrity

□ Integrity goes beyond simple truthfulness. It is the quality which people are most likely to say they expect in a presidential candidate, employee, or friend. One of the most damning things that can be said about institutions or people is that they lack integrity. Integrity doesn't mean making speeches about how righteous one is but rather taking seriously the issue of integrity, noticing when it is in danger of being compromised, letting others know, and making decisions in accordance with one's understanding of what integrity requires. It means telling stories which illustrate opportunities to act with integrity or in which the "right" decision is unclear or difficult and requires serious deliberation.

Academic Integrity

□ I accepted the challenge of moving from faculty to administration 11 years ago when I realized that it was time for me to stop grouching and start taking responsibility for changing what was bothering me. Very early in my career, I was naively astonished when faculty members began to come to me to ask what they should do about students they thought had cheated in their classes. What did I know? We bumbled through using

common sense and fundamental fairness as our guide but really didn't have an effective policy or procedure for dealing with academic dishonesty. And I knew there had to be a great deal more cheating than I was hearing about.

□ Over the next few years, Oakton made significant progress in developing responses to academic dishonesty. A group of faculty members and academic administrators developed a code of academic conduct. After some experience using it, we recognized that it was cumbersome to apply and appointed a Committee on Academic Integrity, chaired by the Dean of Students, to revise the procedures and sanctions, to produce educational materials such as brochures and a video, and to serve as hearing

I believe that change comes about because something matters to somebody who is willing to do the work to bring about the change. . .



Sheparding Change: Academic Integrity, cont.

panel members. This has called attention to the issue of academic integrity, to our responsibility to do something constructive about it and has broadened the base of people interested in and committed to academic integrity. Since the impetus for change came from the faculty and academic administrators, there was greater willingness on the part of other faculty members to comply with their expectations; now, faculty put a statement about academic integrity in each course syllabus every term. Faculty are also urged to talk with their students about the meaning and importance of integrity within their disciplines and to use stories that make the point.

❑ Even with explicit procedures and ample encouragement, it is difficult for all of us to deal with problems of academic dishonesty, or any other kind of dishonesty, for that matter. People are loathe to accuse one another of dishonesty and hate having to "prove" a case against another. But for any of us to ignore dishonesty is to sanction it. We need to find the balance between being the vigilant "integrity cop" who constantly doubts and challenges others' integrity and the person who turns away from clear evidence of dishonesty.

❑ Oakton's procedures call for the use of the teachable moment to intervene with students whose alleged dishonesty was the result of ignorance and for which the remedy is instruction rather than punishment. We hope to have incorporated due process into our way of thinking to the extent that we can move away from legal concerns and towards a focus on integrity: what it means, how it's demonstrated, and why it's important to students and employees. People need to know what to do when they think someone is cheating, but they also need to be supported by an understanding of their importance in promoting integrity and discouraging dishonesty.

❑ I think one person's commitment can make a difference in how an institution behaves. And even though behaving with integrity requires some sacrifices, most people are far more fulfilled when they are convinced that they are behaving with integrity than when they are acting out of self interest. It is exhilarating to talk about constructive issues like ethics and human development, the issues that brought us to this work in student affairs.

❑ Through my administrative position I am able to encourage people to act on what they believe and do what they know is right, even if it's more work for them. At Oakton, it's not that people did not behave with integrity before or care about academic dishonesty. But we hadn't provided sufficient leadership that helped them know what to do and how to do it successfully nor had we demonstrated the degree to which integrity is valued.

Center for Academic Integrity

❑ I and other members of the College have been inspired by the work of members of the Center for Academic Integrity. The name of the organization tells its story: which is to demonstrate successful academic integrity models from member schools; help faculty

members incorporate academic integrity in their courses; develop a fundamental standard of academic integrity to which all schools can subscribe. Corresponding with colleagues from other schools has helped us develop ideas and the confidence necessary to move ahead. It has also helped me to do something productive with the ugly feeling I have that too many people in our society are unwilling to tell the truth if it doesn't advantage them. Although I can't change society, I can do something when I'm directly confronted with lies and deceptions. I believe it's important to do this and can envision my Center for Academic Integrity colleagues and other nodding approval when I risk dealing with dishonesty.

❑ In the areas in which I am most interested like academic integrity and ethics, change does not come about simply by starting a new program or activity. These may occur as a result of change but don't serve to bring about change. The most obvious evidence of change in ethics is when people start to identify and talk about the ethical implications and opportunities within their work and challenge one another to do likewise. Nobody is named the "ethical guru" but everyone is encouraged to think and behave ethically. When this happens over and over again, other people begin to notice that things are changing and that something other than the bottom line or fear of litigation is driving decisions.

❑ At the College, we have been intentional in our focus on integrity and together we are learning how to dissuade students from being dishonest [partly through heightened vigilance to reduce temptation] and to encourage all College personnel to act with integrity. We try to identify what's right and not just expedient. We don't offer complaining students money [in the form of refunds or compensation] to buy their silence or co-operation when we believe the institution has behaved properly. Staff members can be confident that if they have made a correct decision and fairly communicated it, they will be supported, no matter who complains and to whom the complaint is made. We talk about integrity and frequently tell stories in which ethical issues can be illuminated. We use occasions such as employment searches to clarify what we mean by integrity and how we can assess a candidate's commitment to integrity. We do our best to tell one another the truth and keep our word. It's right and good and interesting and fun to be concerned about integrity and ethics. It just isn't easy.

Mary A. Olson
Vice President for Student Affairs
Oakton Community College
Des Plaines, IL 60016

May, 1997

AMERICAN COLLEGE PERSONNEL ASSOCIATION (ACPA)

Graduate Preparation Internship Program (GPIP)

- GOAL:** To increase internship opportunities for students enrolled in a master's or a doctoral student affairs preparation program, applying classroom knowledge to diverse campus settings and/or functional areas.
- WHO:** GPIP interns are selected by host institutions on the basis of the following criteria: academic record, leadership in the program and institution, professional interests, activities in their community, and recommendations by their graduate professors.
- WHAT:** Host institutions will offer internships in all student affairs except for housing and new student orientation, areas covered by the Association of College and University Housing Officers - International (ACUHO-I), and the National Orientation Directors Association (NODA).
- WHERE:** The GPIP is a paid internship that takes place on individual host campuses either during the Summer or Fall of 1998 or Spring of 1999.
- WHEN:** Postmark deadline for GPIP intern candidates: **December 1, 1997.**

BENEFITS:

For the Intern - mentoring and experience in a variety of student affairs at a different institution

For the Institution - enrichment of the campus educational environment and infusion of new ideas

For the Profession - increased diversity and a wider range of experience for potential job seekers

- COST:** Host institutions pay stipends of not less than the federal minimum wage plus room and board or an equivalent dollar amount if possible. ACPA offers a limited number of small travel grants.

For further information contact:

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More ⇨

An Emerging Professional's Perspective on Leadership

❑ The initiation and implementation of change, historically perceived as originating at the top of organizations, actually may cultivate from within an organization and occasionally evolve as a result of entry-level energy and passion. From the perspective of an emerging student development professional, this article profiles common obstacles encountered and significant outcomes achieved while attempting to lead change initiatives.

An emerging professional's perspective

❑ While undertaking an effort to coordinate student development initiatives which assist underrepresented students at Moraine Valley Community College, I was afforded the opportunity to better understand dynamics which motivate people towards change, while observing forces which prevent it. I learned that by demonstrating a constant energy towards specific goals, establishing credibility as a professional, and committing to communication, change initiatives move forward and resistant staff re-focus.

The Process

❑ My involvement in the coordination of efforts to assist underrepresented students materialized because of strong beliefs and desire to help minority students succeed through intentional student development programs. With a group of peers and co-workers in a divisional meeting to address these issues, I volunteered my enthusiasm and became part of a team compelled to implement change. From there, paired with another emerging student development professional, we assumed the lead in coordinating these efforts.

❑ At first, familiarizing ourselves with the current activities, in addition to identifying proposed projects related to the divisional goals challenged us. We quickly learned that projects were developing by a myriad of cross-divisional staff while other student development areas proposed similar activities. Discussing possible duplication emerged as an issue we would need to confront. Understanding the political implications of it all would challenge us further.

❑ We gathered information, organized our findings and presented it during divisional meetings. Through four emotionally charged "all division" meetings, full of dialogue and debate, we tackled the issues of duplication, decided to move forward on several of the low-cost initiatives, and established task forces of energized individuals who would work on implementation. Additionally, we learned as a division how to break through communication barriers, heighten awareness about crucial issues, and identify networks of motivated staff.

Energy

❑ One challenge we faced was overcoming the "we tried this before and it didn't work" perspective. Naturally, when individuals spend time and energy on projects which fail to be implemented, it is difficult to generate enthusiasm and motivate individuals to volunteer again. As conversations moved from how to serve underrepresented students more effectively, to issues of miscommunication, duplication and resistance, it was imperative that we stay positive, while acknowledging the root of past disappointments. Our continual display of energy had a positive influence on the divisional participants and lead to a productive final meeting.

Credibility

❑ Establishing credibility as an emerging professional with a group of credentialed and experienced professional educators was another obstacle that required observation and energy. Whereas our true concern for issues facing underrepresented students remained indisputable, sincerity and passion alone would not motivate a group of established professionals to jump on board with the program. This required additional justification, coordination and planning, as well as the ability to answer questions, direct discussions and organize information.

❑ Conducting extensive research into the various projects, communicating with key people, and seeking advice from seasoned professionals, contributed to an image of professionalism throughout the process. Inasmuch as it is difficult to measure the level of perceived credibility, it was apparent that by the end of the semester's journey to coordinating efforts to assist

An emerging professional can help
lead change agendas through
energy which becomes contagious.

An Emerging Professional's Perspective on Leadership, cont.

underrepresented students, we had, at the very least, gained the respect of the divisional members as exhibited through excellent attendance at the final meeting.

Communication

□ Displaying a commitment to open communication, while trusting that communication leads to productive relationships, contributed to making progress with a skeptical and vocal group. An overwhelming lack of communication surfaced early during the stages of the coordination efforts and remained an underlying theme throughout the process. Reiterating the importance of communication occurred during several conversations while continual written communication validated its importance. As a result, a verbal agreement was reached that we would trust ourselves to communicate openly about the progress of the

initiatives. By the final meeting of the semester, key people were identified who would regularly communicate on potential duplication issues and the progress of implementation.

□ Leading the implementation of any change agenda, whether rooted at the bottom of an organization or filtered from the top down, challenges any institution because of obstacles and resistance. An emerging professional can help lead these change agendas through energy which becomes contagious. If this contagious energy is coupled with thorough communication and credibility, change agendas move forward. Solid relationships develop which, in turn, affect the "big picture" approach to crucial student development issues.

Margaret Collins,
Job Placement Specialist
Moraine Valley Community College

Honoring the Memory of Jane Matson, ED.D.

Commission XI
American College Association
March 1997 - Annual Convention
Chicago, Illinois

Dr. Jane Matson lived a fulfilling professional career focused upon Student Development Services in higher education with the community college as her centerpiece.

Jane Matson's community college career began at Orange Coast Community College in California as a counselor, and continued beyond her retirement from California State University.

Jane was an educator, a teacher, and a mentor to many persons who currently have positions of leadership and trust at community colleges. She is also remembered for the leadership that she provided for a series of NDEA and EPDA Student Personnel Institutes.

Jane Matson expanded her impact upon higher education professionals and student affairs administration as a NOVA University faculty member.

Dr. Matson had an affiliation with the American College Personnel Association throughout her career. She served as the first chair of Commission XI "Junior College Personnel Services" during 1965-1967. She maintained her interest in Commission XI by attending the business meetings into the 1980's.

Jane Matson is remembered for her impact upon individuals and the student affairs profession. Her influence did touch many lives in significant ways. Our personal and collective memories honor her as a teacher, mentor, colleague, and friend.

Good-bye old friend and mentor. You've left your mark on many, many of us. You will be missed but never, never forgotten.

When Change Fails

❑ Initiating change is relatively easy for an experienced student affairs administrator. Common components include identifying an institutional need, building a nucleus of support, finding volunteer champions, empowering energized professionals to design a program, and announcing the newly developed program to the college community as a major change effort worthy of institutional funding.

❑ Although these components may appear daunting, they really are not. If the need is great and the benefit to students apparent, student affairs staff members will create a program and lead the change effort, for such is their passion to promote student success.

❑ While initiating change may be easy, implementing it is likely to be both complex and difficult. Various forces may impede the implementation process, including lack of broad-based institutional support, failure to consider how the change will impact the existing campus culture, and perhaps most common, underestimating sources of resistance. Skill, a good sense of timing, and a bit of luck are needed to "close the deal" and to convert an excellent proposal into a new activity.

❑ What can be done when a change initiative fails to be implemented? This "nonevent" can't be ignored, for to do so would be to disregard the time, energy and effort of those involved in planning the change. Furthermore, ignoring failed change disregards feelings of frustration, anger and loss typical among those who have proposed the initiative.

❑ This article suggests issues to act upon when change fails. By addressing the inability to implement a proposed initiative, one can minimize the damage resulting from the failure, and prevent the consequent frustration among involved

staff from reverting to cynicism and disengagement.

One College's Experience

❑ A group of faculty and administrators began meeting in the fall of 1995 at Moraine Valley Community College to develop a freshman seminar. The idea was suggested the previous spring by one of the counselors just prior to his retirement. This counselor had arranged a visit by Dr. Betsy Barefoot from the University of South Carolina's Freshman Experience Program.

❑ Dr. Barefoot and the counselor did an excellent job—informing faculty and staff about the seminar's potential value, and engaging key faculty leaders to commit to developing the program. The idea appeared particularly timely, since the college's administration had recently expressed interest in expanding the scope of the existing new student orientation

*Mastery of change
does not come easily,
it takes time, and is arrived at
by successive approximations*

program, and the seminar seemed like an excellent way to do so.

❑ The chair of the counseling department picked up where his retired colleague left off. First, the faculty and administrators who had previously expressed interest in developing the seminar were approached. Then, the president of the faculty union was recruited to co-chair the planning group. The resulting group was comprised of enthusiastic and action-oriented people who were interested in making things happen and impatient with details that could be perceived as bureaucratic.

❑ The planning group became cohesive

and focused. By the end of the fall semester a one credit hour course had been developed, selection criteria and training for seminar faculty had been proposed, and an impassioned presentation at a faculty in-service program had been made. In addition, the planning group suggested that in order to achieve its intended impact, the course would be required for all students, and that seminar instructors be paid a flat rate stipend for teaching the course. The stipend was determined as a way to insure the financial viability of the course, even though it differed from the negotiated amount that full-time faculty members made for teaching a course of comparable length.

Obstacles to Implementation

❑ Although the planning group had garnered considerable support for their recommendations, their enthusiasm for the course was not shared throughout the college. The following issues emerged as challenges to quick adoption of the Freshman Seminar:

- ♦ Which students, if any, should be required to take the course?
- ♦ What rate of pay would be appropriate and fair?
- ♦ Should any aspect of course implementation be in opposition to the negotiated agreement with the faculty?

Losing Momentum . . . Building Frustration

❑ The planning group presented their ideas throughout the college in January, 1996, proposing implementation for the following fall semester. The course was



When Change Fails, cont.

described as critical for students transitioning to college and in developing student preparedness for the academic rigors that lay ahead. As such, the potential impact of the course on student academic achievement was perceived to be dramatic.

❑ Some administrators and faculty, however, did not see the potential of the course in the same way. Requiring the course could lead to resistance by both students and their parents and possibly lead to an enrollment decline. Also, strong opposition to circumventing a contract that had been carefully conceived and painstakingly negotiated was evident.

❑ Neither the planning group nor those who questioned the planning group's recommendations willingly accepted compromise positions. Consequently, progress toward course implementation bogged down. The proposed full-scale fall implementation was delayed. In its place a small pilot was developed for students who would self-select the course.

❑ The pilot met with mixed success. On the positive side, students completing the seminar were enthusiastic about their experience. On the other hand, half of the fourteen initially offered sections were withdrawn due to low enrollment.

❑ With frustration building and the need for resolution apparent, a tentative compromise was reached. The course would be required only for full-time students and enrollment would not be mandatory during the first semester. In addition, the instructors' pay for the course would coincide with the contractual rate, up to a maximum of \$700. This maximum amount equaled the rate initially suggested by the planning team for all seminar instructors.

❑ This salary compromise proved to be the act that led to impasse, as the executive committee of the faculty union rejected the suggested pay rates. Consequently, implementation of the seminar was tabled.

When Change Fails....

Subsequent Actions. . . Damage Control

❑ At this point, the student affairs administrator has a choice to make—let the dust settle and simply go on to other tasks or take the following four actions to minimize negative consequences and to channel the feelings and energy of the key stakeholders.

- 1) **Address the residual feelings.** Share the sense of loss with the planning team; listen to their frustrations; acknowledge the contributions of those who were the champions of change, and accept responsibility, where appropriate, for the inability to implement the initiative.
- 2) **Redirect energy.** Identify a new challenge, with a strong certainty of implementation, which incorporates some of the ideas and elements of the prior initiative. Maintain your passion and enthusiasm, while encouraging others to see the possibilities of the new program.
- 3) **Learn from the experience.** John Kotter has identified eight errors common to organizational change efforts in his book, Leading Change. Read Kotter and other literature addressing failed change. Identify what went wrong and avoid making similar mistakes in the future.

- 4) **Look for opportunity.** Timing is a critical element in implementing change initiatives. Seize the moment when the planned change initiative could be reintroduced and successfully implemented.

Conclusion

❑ Many campus needs generate creative initiatives that may never be implemented. Unimplemented initiatives become noble failures when lessons are learned and the nonproductive planning process leads to additional attempts to implement change. By acknowledging failure, redirecting energy, learning from experiences and looking for opportunities one can maintain staff enthusiasm, minimize their disengagement, and increase the likelihood of implementing exciting and innovative programs in the future.

Jack Becherer,
Vice President for Student Development
Moraine Valley Community College

Unimplemented initiatives become noble failures when lessons are learned and the nonproductive planning process leads to additional attempts to implement change.

AMERICAN COLLEGE PERSONNEL ASSOCIATION COMMISSION

SPEAKERS BUREAU

1997

State College Personnel Associations and others are frequently looking for individuals to serve as keynote speakers, panel participants, and discussion leaders. Since Commissions have members with expertise in areas which often relate to conference or workshop themes, an ACPA Commission Speakers Bureau list has been developed. It is the intent of the Commission Chairs to continue to solicit names of members who would be willing to assist our State CPA Colleagues.

We encourage you to consider submitting your name to be included within the Speakers Bureau. If interested, the ACPA Speakers Bureau form included in this newsletter must be completed and submitted to Dr. Michael Dannells by December 1, 1997.



ACPA SPEAKERS BUREAU

Please include me in the 1998 ACPA Commission Speakers Bureau booklet. I certify that I am a member of ACPA and of Commission ____: _____.

Name: _____

Title: _____

Institution: _____

Address: _____

Telephone: _____

Fax: _____

E-mail: _____

TOPICS: Please list all topics or content areas for which you are willing to be considered as a Keynote Speaker (KS), Panel Participant (PP), Discussion Leader (DL), and/or Consultant (C). Check all categories that apply.

<u>Topic/Content Area</u>	<u>KS</u>	<u>PP</u>	<u>DL</u>	<u>C</u>
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____

Signature: _____ Date: _____

Please submit this form by December 1, 1997 to:

Dr. Michael Dannells
 Department of Counseling and Educational Psychology
 Kansas State University
 369 Bluemont Hall
 1100 Mid-Campus Drive
 Manhattan, KS 66506

Are You Trying To Get Rid Of My Job???

❑ In conducting sessions on process change or technology innovations within colleges, one question I'm always asked is, "Are you trying to get rid of my job?" At every school I've consulted, which is attempting to implement changes, it comes out, and rightfully so.

❑ Dealing with change can be very scary and stressful for employees and lead to a feeling of being "betrayed" by the institution. Especially when the change impacts their position at the college. So how does one reduce that stress and fear, and even turn it into "buy in" and trust? It takes a concerted effort, which can and should be done.

❑ Before I discuss the steps in dealing with the "human side" of change, I want to briefly discuss part of what created the problem in the first place. As much as we talk about the need for strong communication within our colleges, my observations are that it does not happen, OR it does not happen as we think it has. I have been surprised at the number of times I've been told that the objectives and impending changes have been communicated to staff, to them learn that staff know "something" is going to change, but not really understand what or why.

❑ I have found that when employees understand the goals and objectives, they truly commit to helping make it happen and most "buy in" completely. The best chances for success of an initiative therefore comes if communication precedes determination, i.e. before one determines what changes need to be made, one communicates the needs to staff, for example, budget concerns, improved student outcomes, or increased student satisfaction with services.

❑ Once the needs are identified, staff can be included in building the options for determining solutions. No employee likes to feel that something is being "done to us," but employees love to feel that they are part of the mission and aware of "the role they play." I cannot stress enough the importance of communication and buy in to the success of change. Communication is more than an action - it is a vital and ongoing process.

❑ Assuming employees know what is going on and why, the following steps facilitate the human side of the change process as decisions are made and implemented. (Manganelli and Klein, 1994)

1. Evaluate if support for the impending change process exists in the "process owners." In other words, do those who will be impacted agree with the need for "change?" If not, how can they be "brought on board?" As with each of these steps, it may seem "easily said, not easily done," but it can be done with the proper effort. In this step I have found that if staff are given an honest

and objective appraisal of the situation they will be willing to help find solutions. Again, remember to communicate as much as possible as efforts progress. It will pay dividends when you move toward implementation.

2. In determining who will actually decide what the changes will be, make sure the "right" people are selected. The two qualifications for the "right" people are knowledge and stature (respect of others). First, select people who everyone agrees understand both the issues and the possible solutions. Secondly, choose people who are respected by their colleagues because they represent the college's interests in a balanced and nonpartisan way.

3. Develop a communication plan, including:

- ♦ *What* information people will need (This may vary by group.)
- ♦ *When* this information will be available.
- ♦ *How* to get this information to the people that need it.
- ♦ Finally, provide *feedback mechanisms* that will let the project team know that the information has been received, is understood, and if necessary, foster questions, comments, and suggestions.

❑ Once the assessment stage is completed and a vision is formulated of how change processes will meet the college's objectives, then:

1. Identify the "roles" in the changed processes.
2. Identify the skills, knowledge, and characteristics relevant to these roles, and the desired "level" of each.
3. Examine whether the responsibility, authority, knowledge, skills, and tools are appropriate to enable the job to be done the "right" way.
4. Determine what staff training and development will be necessary to implement the changed process. Develop a plan for staff training and development. Communicate the plan.
5. Define staffing needs.
6. Define team leadership for the new process(es). How will direction be provided?

Are You Trying To Get Rid Of My Job, cont.

7. Define "career paths" in the new structure. Make career movement dependent on "potential" in the new role, not performance in the current role.

8. Design incentives which motivate people to achieve the planned levels of process performance, and support continuous improvement. Define measurements and feedback mechanisms which support the administration of the incentives.

☐ When implementing change, remember to:

1. If possible, pilot the changes in a limited area.
2. Correct flaws discovered during the pilot operation.
3. Deploy the new operation.
4. Develop a plan for continuous improvement.

☐ In conclusion, often I have seen examples of changes that were not implemented successfully because they were not supported by those responsible for carrying out the changed process. I've also seen changes work far better than expected because of the commitment of those carrying out the changes. One often hears that attitude makes the difference. Student development professionals have an important role in formulating attitude. By letting staff members know that they are heard, that their opinions matter, and that the outcome of change is dependent on their involvement, one will achieve reduced fear of job security and increased commitment to implementing change.

Manganelli, R.L. & Klein, M.M (1994) *The Reengineering Handbook*, New York: American Management Association

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A Memorium 1997 ACPA Commission XI

Dr. Alice Thurston

It is with a sense of loss that we note the passing of Alice Thurston during the past year. Alice was a Student Development Services Professional whose career was dedicated to community college leadership.

Alice was one of the prime movers during the time that ACPA first considered the establishment of commissions. She co-chaired an organizational meeting of concerned two-year college Student Services Professionals at Montgomery Junior College in Maryland in 1962.

During 1963-1964 Alice Thurston co-chaired the Committee of Junior Colleges which was a one year task force to address the needs of ACPA for better involvement and communication with community and junior college personnel. This activity led to the recognition of Commission XI by ACPA during the 1964 convention. Thank you Alice.

Alice Thurston continued her community college leadership in Student Services and Instruction. This culminated in her becoming one of the first women to be a community college president.

We owe much to Alice Thurston and honor her memory and her many achievements.

What Does Change Mean To Rio Salado College?

Background

□ Rio Salado College was established in 1978. From its conception, it was meant to be the "change agent" for the Maricopa Community College District. The College is one of ten community colleges within this District, and is the College "without boundaries" meaning there is no campus setting. In its place, Rio Salado has 250 off-site locations throughout Maricopa County.

□ The mission for Rio Salado College reads as follows:

Rio Salado College creates convenient, high-quality learning opportunities for diverse populations. We specialize in customized, unique programs and accelerated and distance delivery formats. In all that we do, we pursue continuous improvements and innovation, and we challenge the limits of tradition.

Transformations

□ Therefore, it was understood from the beginning that Rio Salado would change constantly. For seven years, the College has undergone several transformations. For example, the adoption and adaptation of the philosophy and principles of Total Quality Management (TQM) made a significant impact in 1990.

□ Then in 1995, the College leadership began exploring and adapting the tenets of the Learning Organization as the next level of transformation. As part of a Learning Organization, the College organized around five core processes which enables meeting our Mission and the District Governing Board End Statements.

□ The five core processes are Sales, Marketing and Communication; Course Development; Course Management and Support; Instruction; and Student Support. Integrated into the core processes are technology and an infrastructure that supports the delivery of instruction and services. By identifying the core processes the College was in a position to realign departments and staffing to be responsive both to the expanding markets and to the increased need for communication.

Technology in Student Services

□ During the adoption of TQM and Learning Organization, the Maricopa District passed a major bond issue which enabled all the colleges to upgrade their present technology. Thus, another wave of change arrived and with it an opportunity to begin a year long learning curve with new software, hardware, and internet surfing. In addition the College began to develop internet courses, a change which dramatically altered how everyone would view instruction, the delivery of course

materials and services. Remaining ahead of the wave of new technologies certainly presented a constant challenge.

□ Technology had a large impact on the Student Services staff. Previously, they had worked on "dumb terminals" which were replaced with a color monitor PowerMac with various software word processing packages. With the dumb terminals, staff could only use one application at a time, but the new technology allowed access to the Student Information System, Email, word processing and Internet at the same time.

□ Included with this was the capability to network and share information through singular databases within and outside departments. For example, not only did the staff need to become competent with the capabilities of the Internet, they also had to develop a new notion of service delivery to provide appropriate support for students attempting the new internet courses. This presented quite a challenge, requiring the quick development of team



RIO SALADO
C O L L E G E

What Does Change Mean, cont.

learning strategies to master complicated concepts in a short amount of time.

❑ Services to students were integrated into each course development package through the development of a Student Service Home Page. The Home Page provided basic information on services, hours of operation, and ways to request assistance or information from the staff. Photos and biographies were included in the staffing pages to establish a connection with the internet students.

❑ Having established a connection with students, the next step was placing the request forms on the Home Page so students could request help as part of their class materials. This required additional learning because of the type of communication software that was used.

Portfolio Evaluation

❑ In addition to the new technology, Student Services was asked to initiate a pilot to develop and implement a new evaluation and staff development program called Portfolio. This program required self reflection incorporating all the dimensions of Learning Organization—shared vision, team learning, personal mastery, systems thinking and mental models.

❑ Through reflection, the staff identified their existing knowledge base, determined what needed to be learned, as well as what could be learned in a team setting. Once the path of learning was clarified, the staff moved through the beginning stages of learning toward proficiency. No, this doesn't mean that everyone developed the same proficiency, but the trusting environment allowed staff to teach and learn together. This learning provided new appreciation of diversity in the workplace.

Rewards and Recognition

❑ A key component of the Portfolio is tagging. The process allows the staff to talk about their accomplishments one on one with the supervisor or in staff meetings, where they recognize their peers for the assistance provided, learning achieved

or appreciation of a job well done. Eventually this practice was extended to recognize employees of other departments by using the collegewide rewards and recognition program.

New Location

❑ With the money available from the bond issue, Rio Salado College purchased a building which centralized Faculty, Administration and Student Services. Previously Student Service Departments such as Admissions & Records and Financial Aid were separated geographically by six streets from the building that housed Advising, Assessment and the Learning Assistance Center. Once again, joining our colleagues reminded us about the impact of systems. This move required preparation and discussion about what was to come and how we would handle issues as small as sharing refrigerators for lunches.

Summary

❑ Every institutional change had an impact on the employees at Rio Salado. The College made a commitment to have all employees involved in continuous improvement. Currently, this is accomplished through dialogues on present and future needs; and as planning proceeds, everyone is mindful of the impact of change on the systems within the College.

❑ Together staff work on challenging assumptions, identifying barriers and policies that impede progress, and developing new systems for the structures and cultures that are emerging. The entire College is learning and working together in meaningful ways to accomplish the shared vision and the transformation needed to make the vision a reality.

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Rio Salado College



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