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ABSTRACT
                Eleven presentations are provided from the summer
conference of the Ohio Continuing Higher Education Association
(OCHEA). A letter from the president of OCHEA, John R. Loch, appears
first. These presentations follow: "Colleges and Corporations:
Partners in Continuing Education" (Donna Bovard, Martha Silling);
"Weekend Colleges: Serving Adults Innovatively" (Barbara Hanniford,
et al.); "So You Thought You Wanted to Develop a Program for Prior
Learning Credit?" (Dennis R. Parks, et al.); "Serving a Neglected
Population: Continuing Education for University Support Staffs" (Gay
B. Hadley, Jan P. Eriksen); "New Options for Older Workers: A
Successful Model Program" (Pauline Russell, et al.); "More Efficient
Municipal/County Administration through a Series of Management
Courses" (Leon H. Albert); "The Role of the Ohio Humanities Council
in Continuing Education" (Charles C. Cole, Jr.); "Technology Transfer
and the Two-Year College" (Charles Alter); "Revenue Allocation for
Revenue Generated from Training Programs and Workshops" (David
Ballinger, et al.); "Tips from OCHEA: Tested Ideas, Procedures, and
Services" (Ferris F. Anthony, John R. Loch); and "Increasing Parttime
Faculty Effectiveness through Your Faculty Development Program"
(Roseann Parks, Linda Dixon). (YLB)

OCHEA

**OHIO CONTINUING
HIGHER EDUCATION
ASSOCIATION**
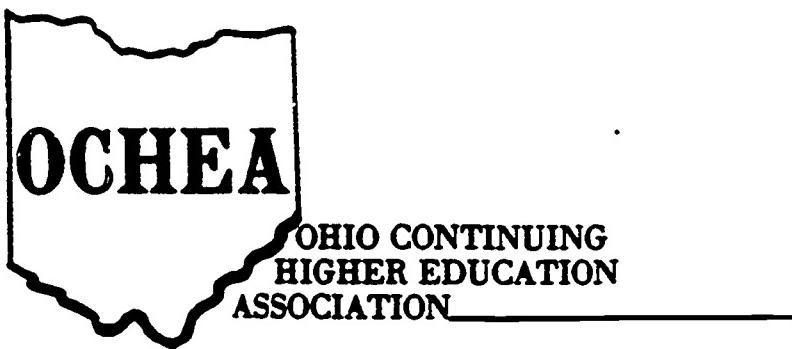
PROCEEDINGS

SUMMER CONFERENCE

OHIO CONTINUING HIGHER EDUCATION ASSOCIATION

JULY 23-25, 1986

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OCHEA

**OHIO CONTINUING
HIGHER EDUCATION
ASSOCIATION**

**Principles of physics
are at work
in OCHEA. . .**

WEBSTER defines **inertia** as, "a property of matter whereby it remains at rest or continues in uniform motion unless acted upon by some outside force." The Association formed on April 21, 1983, continues in motion since those days, over three years ago, wher, many of us came together in Columbus to forge a new way of working together through our State-wide continuing higher education association - OCHEA. Many of the individuals, active in that founding process, continue to be active in Association conferences, committees and governance. Many are yet to be energized!

The Association has, through the leaderhsip and guidance of its Past Presidents - Gary Wilson, Ferris Anthony, and Sister Donna Capuano - and the members of three Executive Boards involving more than 20 individuals, made progress on which we can look back with pride -

● the Establishment of a quarterly newsletter, "The Continuing Educator"
● the Designation by Governor Celeste of the first "Adult and Continuing Education Week" in Ohio, October, 1985
● the Conduct of seven conferences with more than 800 attending
● the Revision of the Association Constitution and Bylaws and the filing of State of Ohio Incorporation papers and with the IRS for non-profit status
● the Establishment of the Order of Lifelong Learning in Ohio
● the Authorization of an OCHEA Leadership Conference to be conducted in the fall 1986
● the Development of a strong participatory committee system, involving annually more than 100 members

I am sure, as I attempted to scan the three years of accomplishments, that I have overlooked several of significance. The names of people who have played major roles are legion - Gary, Karen, Greg, Dick , Leon, Dave, Ferris, Rosie, Paul, Andy, Donna, Skip, Lance, Ed, Carol, Mike, Juergen, Bob, Joanne, Jay, and Danny. Behind these names are those of the many who served on Association Committees and provided support to projects.

Special thanks and recognition are due to the 1986 OCHEA Summer Conference Committee under the leadership of Susan McGough along with Donna, Paul, Diane, Rob, Mary Lou, Cay, Roseann, Linda, and Shauna who provided a memorable and educationally-focused pow-wow which will aid us as we return to our institutions. As a part of continuing the impact of the Summer Conference, the Committee has developed this set of Conference Proceedings designed to capsulize the session content; thereby, extending the presentations to aid us in our day-to-day responsibilities.

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The Association is involved in developing professional growth opportunities for continuing education staff at all levels and in enhancing the personal development of its membership through a variety of service and participation options through the constituencies, committees, or SIGS.

My personal goal is to increase the worth and value of the Association through facilitating, encouraging, and even nudging greater involvement and participation of the Association membership in its activities and conferences, and in identifying new areas of service or initiative. As we meet at Mohican State Park in July 1987, I hope that you will join with me, as I conclude my term as Association President, in saying, **"It has been worthwhile and I have helped to make a difference."** I hope to serve as an "outside force" (from within the Association) to effect a state of positive, forward motion in our Association. Won't you join with me in the work of our Association?

Encourage your colleagues in continuing education at your college or university to join OCHEA as professional (Associate and Affiliate) members. Invite full-time faculty, part-time instructors, or other academic service area staff, where apprropiate, to join OCHEA. Complete the application for membership, found at the end of the Conference Proceedings, enclose your membership dues (payable to OCHEA), and mail it to the address listed on the application. Take this step TODAY to insure that you are listed in the 1986-87 OCHEA Membership Directory which will be issued in October, and that you do not remain at rest in this era of increasing importance of our profession -- continuing education -- within the higher education delivery system in Ohio.

Sincerely,
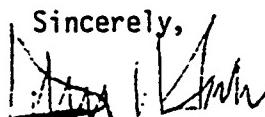
John R. Loch, Ph.D.
President

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July 26, 1986

COLLEGES AND CORPORATIONS: PARTNERS IN CONTINUING EDUCATION

Donna Bovard, Cincinnati Technical College
Martha Silling, Kent State University

Providing contract training for employees in business and industry is fast becoming a major focus of the continuing education departments within our colleges and universities. Lusterman (1977) found that corporations paid $400 million in 1975 to colleges, universities, and proprietary institutions to do training for business and industry. The number of contract training programs has been growing rapidly; total investment in the development and offering of such programs was projected to reach $1 billion by 1985 (Public Seminar Business, 1981).

Institutions of higher education face significant competition for business training. In order to work toward partnerships with corporations that are mutually beneficial, continuing educators must understand the needs of business organizations and aggressively market their services to meet these needs. A training plan and fees for the program must be agreed upon and included in a contract. Finally, instructional staff, teaching techniques, and methods of evaluation must be appropriate to encourage satisfaction with the training program.

MARKETING YOUR SERVICES

The first step in marketing is to understand the needs of potential clients within business and industry. Strategies and techniques for identifying these needs range from implementation of surveys, cold calls, direct mail questionnaires, scheduled visits, and others. Understanding the competition from other colleges and private consultants is also essential in order to offer contract training programs which are unique and attractive to business and industry. Available services must then be marketed to corporations in such a way that the programs stand out from those of competitors.

Once a specific client's training needs have been determined, the college or university must create services to meet these needs, and must do so quickly and with flexibility. Course outlines must be developed and submitted prior to acquiring the contract in many cases, and often with very little notice.

WRITING THE CONTRACT

Contract training calls for a written agreement between the college and the business or industry desiring the service. The contract serves to protect both parties. The contract should stipulate course content, how many will be trained, the

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facilities to be used, college services which will be made
available, client services to be used (if any), method(s) of
evaluation, and charges. The training should be cost-effective
for the employer and provide a profit for the college or
university as well.

SELECTING INSTRUCTIONAL STAFF

Representatives of corporations are often more impressed with
instructors who are oriented toward application and job
relevance than those who have impressive degrees and numbers of
research publications. In some cases, the content of the
training mandates an instructor who knows the industry,
particular types of equipment, or specialized operations. For
these reasons, colleges and universities are encouraged to
consider adjunct or part-time faculty or retired individuals
with some experience in the field to teach in contract training
programs.

CUSTOMIZING THE TRAINING

Setting Objectives: Objectives are established based on the
company's needs and reasons for wanting the training program.
The objectives are usually application-oriented and
multidisciplinary, and can be tied to results which can be
evaluated at the conclusion of the program. Kopecek (1934)
points out that colleges must retain ultimate control of the
scope and content of the program to insure that program
integrity (and ultimately the academic reputation of the
college) is retained.

Establishing Appropriate Teaching Methods and Timeframe:
Accepted teaching methods for adult learners should be used in
contract training programs. Straight lecture formats are apt to
be evaluated poorly, as participants wish to be actively
involved. This can be accomplished through role-playing,
simulation, and hands-on exercises. Lynton and Pareek (1967)
recommend alternating stimulation and reflection, individual
events and group events, talking about something and practicing
it, and personal involvement and safe distance. Use of handouts
and audiovisuals is also encouraged.

The length of training programs should be determined by what
needs to be learned (as opposed to what fits in a standard
quarter or semester). Rylander (1982) found that organizations
preferred full-day or half-day training sessions rather than a
number of shorter sessions. Contract training programs,
therefore, are apt to be much shorter than traditional college
courses and more content-intensive.

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<u>Determining Evaluation Techniques</u>: Training is usually competency-based, and evaluation is related to the original objectives established in the training plan. Many methods of evaluation may be used including questionnaires about course content, observation of on-the-job skills following training, and follow-up studies of students to determine promotions and salary increases. The evaluation may be carried out by the colleges, the corporation, the students, or a third party.

<u>Awarding Credit</u>: Recognition for completion of a training program is often a vital part of the program. Increasing numbers of companies are awarding academic credit for training courses. Continuing education departments offering specific contract training programs on a continuing basis to one or more firms may wish to consider awarding credit to those completing the program. This credit could later be applied toward a two- or four-year degree at the college or university.

CONCLUSION

Kopecek (1984) cites a number of advantages to colleges and universities of involvement in contract training programs with business and industry. These include: improved relations with the business community, opportunities for professional development of staff, increased use of the college by the community, ability to market other college programs to students in the training programs, and significant financial benefits. A reputation for consistently providing quality training programs may be the key to the growth and success of continuing education departments in the next decade.

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3.

Weekend Colleges: Serving Adults Innovatively

Barbara Hanniford, The Ohio State University
Robert Joyce, Heidelberg College
Cynthia Wentz, Ohio Dominican College
Lynda Best, Kent State University
Nancy Moeller, Hiram College

Although weekend study opportunities have existed for several decades, weekend colleges offering complete degree programs are a phenomenon of the 1960s and 1970s, when many colleges and universities began experimenting with innovative ways to reach adult learners. This educational format has proved particularly attractive to adults who are working or have other responsibilities throughout the week. Many prefer to confine their class attendance to weekends, especially if they have to travel a distance to campus. Weekend colleges also have proven to be attractive to many institutions. Such programs allow them to utilize classroom facilities on weekends, add additional students to the total enrollment, maintain flexibility in scheduling instructors, and have necessary materials and equipment readily available because classes are held on campus.

Weekend colleges take a variety of forms; the primary commonalities are that (1) courses are offered on Friday evening through Sunday, and (2) an academic degree can be earned solely through such courses. Other characteristics vary greatly among institutions that offer weekend colleges.

Providers. Some weekend colleges are offered by large, public universities, whereas others are sponsored by private liberal arts colleges or community colleges.

Academic session length. Sessions generally follow the calendar of the sponsoring institution. In some cases a single academic session may be divided into segments with consecutive classes offered.

Course schedule. Courses might meet once weekly on Friday evenings or during the daytime, or might meet on an alternate weekend schedule.

Program offerings. General liberal arts and business programs probably are the most common, but there is great variation.

Support services. At some institutions a full range of support services is available, whereas at others services are more limited.

Faculty. Programs may be staffed by regular, full-time faculty members, by part-time instructors, or by a combination of the two.

Four descriptions of weekend college programs offered by Ohio institutions illustrate these variations and address some of the issues each sponsoring institution has faced.

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Heidelberg College

Heidelberg's Weekend College opened in 1980, partially in response to concern over declining enrollments and projections for a shrinking pool of 18-to-21 year olds. Heidelberg was also encouraged by its work in the East Central Consortium and by its own surveys that indicated a potential market of older students.

Weekend College classes meet on alternate weekends throughout each semester, with classes meeting on Friday evenings, Saturdays, and Sunday mornings. Regular full-time faculty members teach the courses. Currently six majors are offered, and consideration is being given to offering others.

Weekend College now seems an integral part of the total Heidelberg program, but some concerns and problems still exist. The library, computer center, and bookstore have extended their hours so that they are accessible, but other campus services are generally not available to weekend students without prior arrangements. Also, weekend enrollments rose rapidly in the first two years, but now have leveled off. The absence of a nearby metropolitan area poses a problem in attracting new students once the "easy" enrollments in the immediate area have been served. Finally, a number of potential students have inadequate resources for paying tuition and no eligibility for financial aid.

Evaluations of the Weekend College by its graduates indicate that the program is a good one and serves a real need among older students.

Ohio Dominican College

In planning for the 1980s, Ohio Dominican determined that adult students, who already represented a significant proportion of the student body, formed a valid market for increased programming efforts. Thus, its Weekend College began with the 1980 fall semester. In six years the program has grown to include all course work for six bachelor degrees, four associate degrees, and six certificate programs. Most courses meet on alternate Saturday mornings for the 16-week semester. It is possible to schedule three Saturday courses and be a fulltime Weekend College student. Due to the reduced contact hours, the program is limited to adult students with strong motivation and independent study skills.

Courses are taught by current faculty members on a rotating basis as part of their regular load. Ohio Dominican has found that Weekend College requires skilled faculty who are well prepared and car utilize a variety of teaching methods.

The Continuing Education and Student Services offices are both open on Saturday mornings to serve adult student needs. Skill building workshops and tutors are regularly scheduled on Saturday afternoons to assist the adult student. The library, bookstore, and computer terminals are also available in the evening and on weekends. Overall, the program has been well received and has experienced steady growth each semester.

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Kent State University

Kent State's program was initiated in 1979 and now consists of two complete degree programs offered entirely through weekend study. One is Business Management, the other a Bachelor of General Studies degree. Kent also offers a selection of courses to fulfill the first two years of its liberal education requirements. Classes are held throughout the semester on three or four hours Friday evening, Saturday morning or afternoon, or Sunday afternoon. While most of the weekend students are nontraditional, some traditionally aged students attend because they find that they can design a course schedule that fits around their work schedule. The Office of Adult Services provides a range of support services to the weekend students and can act as a liaison between students and various administrative offices that are closed on evenings and weekends. Kent State addresses the issue of academic quality by giving department chairpersons the responsibility of appointing faculty members to teach weekend courses.

The program has proven successful in attracting students--between 600 and 800 students take weekend courses throughout the year--but it is still difficult to locate regular full-time faculty members who are willing to teach during the weekend hours. University support in terms of offering specific services on weekends lags behind what might be considered ideal, and the "your" student vs. "our" student attitude has yet to be overcome.

Nevertheless, the Weekend College program is planning ahead. It is considering experimenting with different delivery systems and scheduling options, particularly in teaching foreign languages. Also, additional majors are being considered, and the possibility of offering weekend courses in the summer is being examined.

Hiram College

Beginning in 1977, Hiram's Weekend College has grown to an enrollment of about 350. A unique aspect of Hiram's program is its residential nature; as many as half of the students live in guest housing for the weekend. This allows them to participate in more campus activities than they otherwise might. The campus bookstore, library, eating establishments, and recreational facilities are all available to weekend students.

During the academic quarters, weekend students can pursue bachelor's degrees in Business Management, Social Sciences, Humanities and Fine Arts, Communications, and Allied Health. Classes meet every other weekend for two days, and it is possible for a student to carry a full course load. Courses are taught by regular full-time faculty members. Surveys of weekend students show that the average age is 35, 62 percent are women, and 92 percent work outside the home. A few daytime, upper class students enroll in weekend courses on a space-available basis.

Hiram's biggest problem might be one of too much success: the college has to limit weekend enrollments because it does not have the faculty members or classroom space to accommodate additional students, despite the demand.

6.

SO YOU THOUGHT YOU WANTED TO DEVELOP A

PROGRAM FOR AWARDING PRIOR LEARNING CREDIT!

Dennis R. Parks, Ed.D., Capital University-Cleveland Center

Donna Capuano, O.S.U., Ursuline College

Patrica Skinner, Ph.D., Ohio Board of Regents

As the boundries of higher education continue to expand to serve new and more diverse populations, avenues designed to recognize the uniqueness of each population are emerging. One of the new populations that has had a substantial impact on the mission of higher education is the adult student. In part due to economic factors and to a recognition that adult students can help create a more mature learning environment, colleges and universities have welcomed the older, so called non-traditional students to their ranks.

Incentives designed to attract adult students to an institution have multiplied. They include flexible scheduling such as weekend college offerings, evening programs, external degree programs, tele-courses, and corporate "on site" instruction. None of these scheduling options have, however, had as great an impact as the introduction and, now, integration of the concept of academic credit for prior learning obtained outside the classroom. Credit for prior learning, or as it is sometimes refered to, credit for life experience, has grown to include many forms ranging from the standardized test to the most complex: the development of the prior learning portfolio.

Institutions considering starting a program that will recognize credit for prior learning through the development of a prior learning portfolio are faced with a myriad of issues. While there are many models and variations from which an institution can chose, there are several factors which seem to be the most prevalent and will need to addressed.

Regardless of the individual factors, it is important to note that any program designed to award credit for prior learning should be faculty driven. An office or department outside the faculty ranks may be responsible for the administration of the credit for prior learning process, but the faculty must be responsible for the actual awarding of academic credit. An institution considering starting a program is wisely advised to not only gain faculty input, but to integrate the faculty as deeply into the process as possible at the earliest stages.

While there is no one, single model for institutions to follow in starting a prior learning program, there are several factors which need to be addressed. These factors are listed below along with some of the common responses developed by institutions.

Factor 1. The process for teaching students how to search their background for areas where prior learning credit might exist and, then, documenting that knowledge.

Options 1. A workshop lasting a couple of hours to a full day. Usually non credit and is directed specifically to the avenues of obtaining credit.

2. A credit course lasting over the quarter or semester. Usually involved in this method is a more in-depth look at a student's background and life achievements. Credit options can range from 1 - 3 hours, depending on the depth of knowledge and comprehension expected.

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Factor 2 Curriculum match

Options 1. Students can request credit for only those courses already contained in the institution's catalog or bulletin.

2. Students can request credit for any course that the institution would normally accept in transfer.

3. Students can request credit for any course that is recognized by an accredited institution of higher education. Awarding of credits is not matched to the transfer policy in terms of course content.

4. Awarding of academic credit is not curriculum- or courses-based. Students request credit based on their areas of Knowledge.

Factor 3 Discipline (subject) vs. Course-Based Awarding

Options 1. Students can request credit only as it can be matched to specific courses, e.g., Introduction to Psychology or American Literature 1776 - 186.

2. Students can request credit in broad subject or discipline areas, e.g., Psychology or Literature.

Factor 4 Use of prior learning credit in meeting degree requirements

Options 1. Prior learning credit can be used to meet all degree requirements including requirements for the major, university general education requirements, and electives. There is no limit to the number of prior learning credits that can be applied, i.e., a student would not have to take a course from the college in order to obtain that college's degree.

2. Prior learning credit can be used to meet degree requirements including those for the major, general education, and electives, but restrictions apply as to the total number that can be used, e.g., no more than half of the major can be earned through prior learning credit.

3. Prior learning credit can be used only in selective areas. When this option is used, prior learning credit is usually allowed only to meet electives or in very limited ways, e.g., only to meet "introduction" courses.

Factor 5 Student status

Options 1. Only matriculated, degree seeking students can enroll in the workshop or course and have their portfolios assessed. In some cases, students must complete a certain number of courses or credit hours at the institution prior to enrolling in the course or workshop.

2. Any matriculated student can enroll in the course or workshop, and submit their portfolio for assessment.

3. The awarding of prior learning credit is offered as a community service, thus, non-degree students can enroll in the workshop or course, have their portfolio assessed, and have the credit appear on a trasncript issued by the college.

Factor 6 Assessing the competency or learning statements

Options 1. The competency statement, or learning statement, is sent to an indvidual faculty member who makes a credit recommendation. In this case, there is usually a major or primary assessor who checks for areas of duplication.

2. The competency statements or learning statements are assessed by a panel of faculty members. This panel many represent a variety of disciplines or may be drawn from a single discipline.

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3. An outside evaluator or assessor is brought in to assess the comptency statements, and makes a recommendation to the faculty. This option may be used with both options above if there is no one on the faculty who feels competent to assess the statement.

Factor 7 Assessor compensation

Options 1. Reduced teaching load

2. Overload payment

3. A combination of 1 and 2 above

4. No additional compensation (not a wise choice)

Factor 8 Transcripting prior learning credit

Options 1. Credit earned through prior learning is listed on the student's transcript as prior learning credit and is noted by either course or discipline, whichever method the institution employees.

2. No distiction is made on the transcript in noting credits earned via prior learning assessment.

Factor 9 Grades

Options 1. The assessors award not only a certain number of credit hours, but also recommend a grade (A-D). The criteria for awarding grades must be very specific.

2. The assessors award only a specific number of credit hours, and do not assign grades.

Factor 10 Financial considerations

Options 1. Students are charged the normal tuition rate for the credit that is awarded.

2. Students pay a reduced fee for the credit that is awarded, but it is based on a percentage of the normal tuition rate.

3. Students are charged the normal tuition rate for each credit hour they ask to be assessed.

4. Students pay an assessment fee for having their portfolios evaluated. The amount of the fee is not based on the actual number of credits awarded, but on the number of credits asked to be assessed.

These ten factors, thus, represent major areas of concern that must be addressed by faculty and administrators as they consider implementing a credit for prior learning program. Before any type of program is established, the presenters strongly encourge institutions to resolve these issues through faculty, student and administrator task forces, or ad hoc committees.

This presentation has not even begun to explore the various other options that institutions can use for awarding academic credit for learning obtained outside the classroom. The presenters will be happy to discuss the prior learning portfolio or other methods with the conference participants.

"Serving a Neglected Population: Continuing Education
for University Support Staffs"

Dr. Gay B. Hadley   Jan P. Eriksen
Ohio State University   Ohio State University

Adults who work in clerical and other support positions have been traditionally underserved by continuing education. The Office of Continuing Education at The Ohio State University has developed the Bridge Program specifically to address the needs of University support staff members. The program provides a core sequence of three credit courses and a variety of support services; engages faculty in the development of the courses and appropriate course delivery; serves as an advocate for policies and procedures that will enhance staff participation in academic programs; and conducts research and develops data that will contribute to future program development. What follows is a description of the participants and the central program activities.

Courses

During the Bridge Program's first year, 1985-86. a sequence of three credit courses has been offered: A Seminar in Career and Self-Development (3 credits); English Composition (5 credits), and Basic College Mathematics (4 credits). A substitute sequence of two math courses is provided for those participants who have not had high school algebra. The courses are offered after work and on Saturday mornings. Upon successful completion of this core sequence, participants receive a Certificate of Completion in the OSU Bridge Program.

All of the participants enrolled in courses Spring Quarter 1986 indicated that they wanted to take additional coures at OSU after completing the three core Bridge courses. Because about 77% of the adult students said they wanted courses that could lead to a baccalaureate degree. the 1986-87 academic year program has been expanded to contain some basic education requirement courses. including American history, biology, English literature, black studies. psychology, sociology, history of art, and philosophy.

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Support Services

The Office of Continuing Education provides: orientation sessions for all interested employees; special Bridge registrations scheduled after work; free non-credit workshops on Math Anxiety, Study Skills. Time and Stress Management; a Bridge newsletter; math tutoring sessions; and an academic advisor who is identified as a "Bridge" advisor.

Program Participants

Over 200 employees have attended Orientation Sessions for the Bridge Program. Of the 169 applicants, 150 of whom are currently enrolled in credit courses, the average number of years since high school is 20.8. The majority have had no previous college work. Over 95% of the participants are women who work in clerical and other support positions. The participants have been described by the faculty as highly motivated. eager to learn and generally lacking in self-confidence.

Faculty

Ten faculty members from the Departments of Human Services Education, English and Mathematics were selected to teach the core courses in this program on the basis of their experience with adult learners and their interest in the project. Faculty members have adapted their curricula to address the needs of these students and meet to discuss common problems. A committee of math faculty are now working to develop a new math course to teach basic math to the employees who have not had high school algebra. The course will be offered Autumn Quarter. 1986.

Advocacy Role

Continuing Education staff and Bridge faculty members have served as advocates for Bridge participants on an individual and institutional level. Individual advocacy runs the gamut from allowing a student with family problems to complete a course in the subsequent quarter to arranging a special loan for a student. Institutional advocacy has involved working with the Office of Personnel Services to implement the

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fee waiver system. making special arrangements for class scheduling with the Office of Scheduling and Physical Facilities, and working for greater recognition of our employees by the University at large.

Research and Data Collection Activities

One of the Bridge English course instructors is using teaching methods with two groups of program participants as the basis for her master's thesis. A dissertation research project is underway to analyze the stages of re-entry for the Bridge population. In addition, recoros are being kept for each person in order to track course completion, grades and subsequent academic progress. Finally, a survey of participants who had not taken algebra in high school has provided the data base for the development of the new math course.

Although the Ohio State University Bridge Program has just completed its first year of operation, we believe the idea and the methods of implementation can provide continuing educators in other institutions with the impetus to serve their own employees more effectively. The OSU Bridge Program was selected for honorable mention in 1986 by the National University Continuing Education Association Division of Special Certificate and Degree Programs.

NEW OPTIONS FOR OLDER WORKERS: A SUCCESSFUL MODEL PROGRAM

Pauline Russell
Lici Calderon
Joan Selden
Adult Resource Center
THE UNIVERSITY OF AKRON

SKILLS IN ACTION--PROGRAM GOALS

- to provide job-finding training for unemployed adults who are fifty-five years or older

- to increase the awareness in older adults of their responsibility for making choices in their attitudes and behavior which affect decision making

- to assist unemployed adults in recognizing their skills, abilities, and value as workers

- to motivate older adults to implement an action plan for finding a job

- to create a support group for older adults to work through their fears, feelings, and frustrations about finding a job

INTER-AGENCY COOPERATION

- The Adult Resource Center is a career/life planning service for the community at The University of Akron.

- Skills Available is a program of Vocational Guidance Services funded by the Akron/Summit/Medina Private Industry Council.

- The program combines the job placement expertise of Skills Available with the training capabilities of the Adult Resource Center and the Institute for Life-Span Development and Gerontology.

PROGRAM PARTICIPANTS

- Unemployed workers, fifty-five years or older, who meet economic guidelines established by JTPA.

PROGRAM FORMAT

- Participants attend six, six-hour workshops.

- Each day is designed for the participants to receive information, to share feelings and ideas in small groups, and to apply information in their own lives.

"WITHIN EACH OF US THERE IS WHAT
WE HAVE NOT YET BECOME"

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SKILLS IN ACTION
JOB FINDING TRAINING WORKBOOK

This workbook covers the following topics and is available at the Adult Resource Center, The University of Akron. For more information, write or call (216) 375-7448.

KNOWING YOURSELF	Identifying Personal Characteristics Accepting Feelings Prioritizing Needs Recognizing Values Acknowledging Accomplishments Identifying Interests and Skills
EXPLORING THE JOB MARKET	Determining Occupational Interest Areas Discovering Specific Job Titles Assessing the Job Market Recognizing False Assumptions Identifying Successful Job Search Methods Re-entering the Job Market Developing a Realistic Attitude for the Job Search Using Resources
NETWORKING	Plotting a Career Path Compiling Information for Application Blanks Recognizing the Assets of Mature Workers Marketing Yourself for Employment Completing Application Blanks Forming a Network Conducting Information Meetings
RESUME WRITING	Imaging Yourself at Work Focusing Your Job Target Writing a Resume Developing a Job Objective Identifying Job-Related Skills Preparing an Employment History Selecting a Resume Format Evaluating a Resume Writing a Cover Letter
INTERVIEWING	Anticipating an Employer's Expectations Preparing for an Interview Responding to an Interviewer's Questions Evaluating an Interview Writing a Thank-you Letter
STARTING ACTION PLAN	Overcoming Obstacles to Employment Believing Impossible Things Coping with Stress Making a Decision Action Planning

Source: Skills in Action, A Job Finding Workbook, © 1985, Adult Resource Center, The University of Akron

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Skills in Action
a job-finding workbook

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More Efficient Municipal/County Administration
Through a Series of Management Courses
Leon H. Albert, Director
Center for Employee Development & Management
Stark Technical College

PROGRAM OVERVIEW

With the increasing complexity of local government administration, city
mayors, county commissioners, recorders, clerks, and other local government
officials are discovering that efficiency in management techniques is vital
to the smooth operation of their departments. The efficient management of
such local enterprise funds, pertaining to sewerage, water, and solid waste,
are of significant importance.

The primary objective of this certificate program is to provide a basis
for a series of management courses that will contribute to the ability of
local government administrators in our demographic area to provide more effic-
ient management in identified problem areas. Specific benefits expected from
this program include:

- The strengthening of knowledge and skills in government admin-
  istrative technology.
- The development and facilitation of intergovernmental cooperation.
- Exchange of information on current administrative practices and
  methods.
- Identification of common problems and discussions of ways to solve
  the problem.

Most management experts agree that supervision and management require
people who are self-starters, who are able to use their initative, who have
an observing eye to see what needs to be done, who welcome responsibility,
who have high standards for fairness. They must have thoroughness and per-
sistence to be good in their job.

PURPOSE

To help meet the need for ever-changing management information and
methods, the Center for Employee Development and Management has combined its
resources to provide the Cities of Canton and Orrville managerial and staff
employees a unique educational opportunity. These courses have been developed
to inform, update, and challenge managers in the performance of their respective
work functions.

16.

PLANNING AND DESIGN

To facilitate new awareness of managerial skills and effective practice, a faculty team has selected a series of texts authored by qualified professionals in their respective fields. These well-designed programs have been tested for proficiency and comprehensiveness in coverage of the stated learning objectives. The programmed format of the package provides for continual reinforcement of new learning and an easy review of previously learned information. Included in the instructional package is a series of exercises designed to measure progress, a practice case in solving a typical business problem, and problem solving sessions coupled with brainstorming techniques.

FACULTY

Collaboration with municipal experts in fields of budgeting and computer systems are utilized plus similar management experts from the industrial and business sectors along with college faculty make up the cadre of instructors for this project. The instructors are experienced professionals and skilled teachers with a strong background in the applied aspects of their disciplines.

CERTIFICATION

Continuing Education Units are awarded for completion of each course. Continuing Education Units (CEU) are a nationally recognized measure for recording substative non-credit learning experiences, and are an appropriate device for business, industry, and governmental use as a measure of inservice education and training. Stark Technical College in collaboration with the cities of Canton and Orrville issued a special certificate.

PRESENTATION METHODS

Lecture/discussion, audio visual - overhead transparencies, audio tapes or films, case simulations, structured assignments.

COURSE EVALUATION

Course progress and effectiveness is monitored by Canton and Orrville City Officials and the Director of the Center for Employee Development and Management. Trainees completing the course evaluate the quality of instruction. The cities of Canton and Orrville may conduct an internal evaluation.

CUSTOMIZED TRAINING MODULES

Manager's Guide to Human Behavior
Computer Basics for Managers
Budgeting by Department and Functional Area and How to Budget in
  a Service Organization
Communication Skills for Managers and Writing for Management Success

What Managers Do
Planning and Control for Managers
Getting Results with Time Management
Communication Skills for Managers and Writing for Management Success
Human Relations
Communication Encounters
Personal/Professional Growth
Small Group Dynamics
Creative Problem Solving
Technology and Human Relations

Local governments exist for many purposes, but the overriding one is to provide public services. These services may be as specific as the police officer on preventive patrol or the street maintenance crew patching a road, or as intangible as a social service aid advising a middle-aged woman about potential employment. But all of these services are real, and we are involved in them because this is the public's work.

A certificate program of this magnitude is intended to help you by serving as a blueprint in fashioning a personal approach to supervision - an approach that will fit the special requirements of the local government organizations in your sector. It will help you bring together the processes of the job and the people who do the work so that services can be delivered more effectively to the citizens in your community. At the present time, we are in a continuous training mode with both cities.

Good local government does not just happen. It happens because an informed citizenry, elected officials, conscientious public managers, and dedicated employees work together to make it happen.

This certificate program takes this larger framework of your local government and brings it within the scope of your job and the way you work with your continuing education objectives. The emphasis on goals - looking ahead - is where you are going rather than where you have been. Certainly, we all need to look back to learn from our mistakes, but much of this program addresses planning, leadership, motivation, and other aspects of working with people, so that you, as an expert in community or continuing education, can do a better job of getting work done with and through others.

THE ROLE OF THE OHIO HUMANITIES COUNCIL

IN THE REALM OF CONTINUING EDUCATION

By Charles C. Cole, Jr.
Ohio Humanities Council

The state humanities councils are independent agencies created by the National Endowment for the Humanities for the purpose of encouraging a broader public appreciation of the humanities at the grass-roots level. The National Endowment for the Humanities provides an annual grant to each state humanities council and this grant is supplemented by gifts from individuals, corporations, and foundations. At least 20 percent of the definite funds appropriated by Congress for the National Endowment for the Humanities must be allocated to the state councils.

In the current fiscal year, the Division of State Programs was allocated about $20 million. The grant to the Ohio Humanities Council amounted to $418,199 with an additional gifts-and-matching authorization of $165,000. The Ohio Humanities Council, therefore, currently has about 4 cents to spend on public humanities programming for every person in Ohio.

In 1985, over 25 million Americans attended public humanities programs funded in part by one or more of the 53 state humanities councils. These adults attended some 4,000 programs, in a variety of settings and formats, which contributed to their education in the humanities. For the most part, the programs were free; no academic credit was involved, and the students themselves participated in helping to shape their educational experience.

This relatively new direction for learning in the humanities has several significant characteristics which make it noteworthy in educational circles. First, the state humanities councils themselves are volunteer boards of scholars and citizens who represent a wide range of professions and occupations in their state. They serve without pay and award grants to non-profit organizations such as libraries, historical societies, museums, community organizations, and educational institutions to hold public humanities programs. In many instances the councils themselves also conduct humanities projects.

These councils play a leadership role in the realm of continuing education by fostering dialogue between humanities scholars and adults. If one considers all of the organizations, institutions, and individuals involved in adult learning, and places them in a continuum, the state councils are in the middle between the extremes of structured educational courses in academic institutions at one end and the bulk of self-directed learning projects undertaken by individuals at the other end.

Let me explain what I mean by taking a closer look at the domain of learning. Scholars such as Allen Tough and Patrick Penland have documented the practice of self-directed or self-planned learning. According to their estimates, 70 to 75 percent of all learning projects undertaken by adults are initiated, planned and carried out by the individuals themselves. Characteristics of self-directed learning are: a focus on the individual who

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is responding to a felt educational need or desire, a variety of formats with little or no structure, a maximum degree of flexibility, pace, and detail, support of the costs of a project by the individuals themselves whose purpose in learning on their own is usually to improve educational and vocational skills, and a lack of accountability because none is expected or required in a free society. Obviously, also, self-directed projects, outside of institutional settings, provide no academic credit for their completion because a majority of adults are not interested in this aspect of the educational experience. The results of self-learning projects are usually limited to enhancing the learning of the individual.

At the other extreme are the adults who are enrolled in institutional courses. According to Patricia Cross, 54 percent of adult education courses are provided by four-year institutions, two-year institutions, vocational/trade schools, elementary and secondary schools. A growing number of adults are enrolled in courses conducted by corporations and other non-academic enterprises. In the case of institutional coursework, the focus is on both the student and the institution. The emphasis is likely to be on education rather than on learning. By that I mean, the main focus is on formal instruction, coverage of content, and conveying of information, and less on the needs and characteristics of the learner. Questions of coursework, academic credit, the necessary institutional bureaucratic procedures sometimes inhibit optimum learning. The purpose of institutional coursework is both educational and practical but even in liberal arts institutions, the practical motivation seems to prevail these days. The time required to change policy and procedures in colleges and universities is often considerably long. While the formats for learning through institutional coursework are varied, estimates are that about 80 percent is by the traditional lecture method. According to some experts, colleges and universities have been among the slowest of institutions in society to respond to adult learners.

While institutional coursework has a maximum of structure, it contains a minimum of flexibility. The predominant type of learning is formal. There is minimum capacity to change policy quickly. Accountability is mixed. While there are steps by which the individual instructor, department or institution may be held accountable, these steps are slow and, to some degree, unreliable. While individual students may receive excellent instruction, the primary purpose for much of adult education is for the benefit of the institution rather than for the benefit of the student.

Many scholars have been critical of institutional coursework and have deplored the traditionalism that clings to academic institutions. Patricia Cross has been especially critical. Recently she wrote, "There is some danger that the present educational system is geared to creating dependent rather than independent learners. Students in the formal educational system are rarely asked to think about what they should learn or how they should learn it. Most classroom teachers define the subject matter, assign readings, and test for subject matter mastery, despite the fact that such an antiquated model is increasingly incompatible with the demands of the learning society."

Things are changing, however. According to a recent survey released by the American Council on Education, approximately one-third of colleges and universities have increased the use of active modes of learning in the last 18 months, and another third are considering doing so.

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In the case of the state councils, standing as they do in the middle of this realm of learning, the focus is on the humanities. The councils serve as brokers bringing together humanities scholars and teachers with members of the general public in settings where the attention can be focused on learning in the humanities. The humanities scholars who participate are not merely involved in what some people call community service. They are engaging in a special kind of teaching and scholarship. Frequently, their participation results in new insights, new understandings which improve their campus teaching and enhance their own research. ·

The state councils have a greater f'exibility to respond to new learning theories and to help shape the formats of the projects they support than do other organizations and institutions engaged in teaching adults. Their source of support is both public and private. Their purpose is educational. The predominant type of learning is informal. The formats are more varied. There is a minimum degree of structure. There is full accountability to Congress, to the National Endowment for the Humanities, and to the public. There is maximum capacity to change policy quickly and to take advantage of new theories and technologies. Furthermore, there is maximum potential for active group learning. Something exciting happens when people confront an idea to which they have been exposed, especially when they have had the opportunity to draw upon their own insight, their own experience in the learning situation.

The main reason why the projects funded by state humanities councils constitute new directions in the humanities is that they reflect the latest developments in adult learning theories. A revolution is occurring in some educational circles. A shift is taking place from the focus on education to a focus on learning. The role of the teacher is changing from being an authority figure dispensing information to that of expert concerned with facilitating the learning process. The predominantly passive type of structured instructional mode is being replaced by a more active type in which the learner takes major responsibility for his or her own learning. As William Charland has expressed it, "During the past decade, the field of adult education has experienced a strong and sustained movement toward individualization" and teachers of adults face a "challenging adaptation of function."

Take a close look at these public humanities programs and what do you find? Members of the intended audience are on the planning committees. The project directors and the sponsoring organizations are selecting topics that reflect the interests and concerns of their audiences. They are designing formats that make sense in terms of the topics and objectives of the projects. They are encouraging meaningful dialogue between humanities scholars and the persons in attendance. They have built-in provisions for meeting the learning needs of the persons they serve. There is no waste through the marginal trappings of higher education: extra-curricular activities, athletics, fraternities, alumni organizations, counseling services, faculty committees, etc.

Members of the Ohio Humanities Council view themselves as engaged in a partnership with others who are involved in continuing education, especially with those concerned with articulating the value and meaning of the humanities.

"TECHNOLOGY TRANSFER AND THE TWO-YEAR COLLEGE"
By: Charles Alter
Owens Technical College
Toledo, Ohio

"Technology transfer"; what does it mean, where did it come from, and what does it represent to the two-year college? These are some of the questions that have arisen for years in discussing technology transfer activities; this paper will address these questions and attempt to identify ways in which two-year colleges can use technology transfer initiatives to better serve businesses and industries in their communities.

Technology transfer is a "process", not specifically an identifiable activity that can be scheduled to occur at a given time. As a process, technology transfer may involve simply the exchange of information to assist in problem solving, or it may be an expert in a specific area becoming involved after a technical problem is identified in order to implement a solution. Technology transfer can also involve traditional research and development activities, database searches, plant tours, training programs, prototype development, business plan analysis, and many other functions. However, the key to technology transfer is the fact that it is a dynamic process that involves many functions and interpretations in order for technology to be successfully transferred.

Since 1979 Ohio has been providing technology transfer services through the Ohio Technology Transfer Organization (OTTO). The OTTO program began with 11 original "OTTO Agents" who were based at two-year colleges strategically located throughout the state with the Ohio State University acting as the central delivery point of research services, information and technical assistance. The OTTO program has evolved into a sophisticated network with local agents based at 24 two-year colleges and one university and a strong support staff located at three major universities, including a central research office housed at Ohio State University.

The heart of the success of OTTO has been the field agents based at two-year colleges. Two-year colleges were used as local OTTO bases of operation because Ohio's two-year colleges are strategically located within easy access to all Ohioans, offer up-to-date computer systems and libraries, engineering and business faculty with industrial experience and have numerous contacts with local businesses through advisory committees and local Boards of Trustees.

Two-year colleges have historically been considerably more "application oriented" than four-year colleges and universities whose natural focus is much more theoretical and research oriented. Many small to medium size businesses depend on local two-year colleges to meet their entry-level employee needs and often employ students part-time while they are completing their educations. These business people are also the individuals who serve on many two-year college advisory committees and Boards of Trustees, thus there is a very natural connection between local businesses and the two-year college. Many of these businesses that were active with the local two-year college became some of the first "clients" of the OTTO program and as the number of satisfied clients grew, the word spread to other local businesses to seek solutions for their pressing problems in their own "backyards", at the local two-year college. This continuing growth of clients did much to establish the

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credibility of the OTTO program and, as a corollary, the credibility and the image of the local two-year college itself was also strengthened.

There are many ways that a dynamic two-year college can serve its business and industrial clientel. Owens Technical College located in Northwestern Ohio is a case in point. The college has campuses in both Toledo and 50 miles south in Findlay with a combined enrollment of 5000 students. Recent figures indicate that the average student is 29 years of age, carries 12 semester hours of credit, is likely to attend classes in the evening and is employed, at least, part-time. Owens College has prided itself with being closely connected to the business and industrial community in Northwestern Ohio which has historically been very industrialized. Over the years a variety of strategies have been employed to link the outreach services of the Ohio Technology Transfer Organization with the other initiatives of the college focused on the business and industrial sector. The issue of where the OTTO program is placed within the structure of the college has been a continuing problem for many of the two-year colleges in Ohio.

Since September, 1985 a structure has been in place that has very effectively integrated the functions of the OTTO program with the other more educationally oriented services normally provided by Owens College. The Continuing Education Division of the college was staffed with one coordinator for Engineering/Industrial Technologies, one for Business/ Public Service Technologies and one for Health Technologies, representative of each instructional division of the college. Each of these coordinators was well versed in his/her area of service and, as such, was expected to interface with local companies or organizations to design specialized training programs and to identify "in demand" non-credit programs to serve the local community. The college's two agents for the Ohio Technology Transfer Organization were also based in the Continuing Education Division and expected to continue with normal OTTO activities which include working with local businesses to identify problem areas, conducting limited "needs analysis" of these problems and engaging in technology transfer activities to identify solutions for these businesses.

In the past, OTTO agents would often try to find a solution for a particular client need within the college, where appropriate. However, in many instances their knowledge of faculty expertise was limited and the time necessary to search out this information was not available. The addition of Continuing Education coordinators for specific instructional areas of the college has proved to be a viable solution to serving client requests and accessing the resources of the faculty to address specific needs.

Computer Aided Design (CAD) is an example of a frequent OTTO request that is also an area of expertise within Owens College. Many small and medium size businesses are now realizing that in order to compete in current and future markets, they need to use CAD systems to manage their design and drafting functions. The major problems regarding CAD from the point of view of these business people are choosing the proper CAD hardware and software systems to meet their needs and then becoming sufficiently trained to utilized these CAD systems. The Engineering Technologies Division of Owens College has been a leader in Computer Aided Design educational programs since 1982. In January, 1986 Owens College became an Authorized Area Training Center for AutoCAD, the world's largest selling CAD software package designed to be used on micro-computers employing DOS operating systems. Microcomputer CAD systems are

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responsible for making the advantages of CAD affordable to smaller businesses with a typical system costing under $15,000.

Requests for information on CAD to the Ohio Technology Transfer Organization at Owens College in the past were answered in a relatively limited fashion. With the development of the AutoCAD Training Center at the college many of these requests are now answered quickly and easily. The OTTO agent simply refers the request to the coordinator for Industrial/Engineering Continuing Education, who also coordinates AutoCAD training programs, for a response. One outcome of this linkage between busines/industry and Owens College for CAD resources has been a proposal to the State of Ohio for funding with a $1 million grant to create the Edison CAD/CAM Resource and Development Center, a joint effort between Owens Technical College and the Thomas Edison Partnership Program to provide a wide variety of resources and services for small and medium size businesses on Computer Aided Design and Computer Aided Manufacturing.

Involvement of other representatives of the college with the technology transfer process has also been increasing. The Continuing Education coordinators are continually making contacts with representatives of local businesses and industries, as are faculty from the Engineering, Industrial and Business Technologies divisions. A dynamic cycle has started to occur now within the college with these other college representatives feeding requests back to the OTTO agents at the college just as the OTTO agents themselves have always referred appropriate requests for assistance to different areas within the college. The key to this "cycle of transfer" has been the effective integration of agents from the Ohio Technology Transfer Organization with coordinators in the Continuing Education Division responsible for specific instructional areas of the college. Other programs that have been developed to serve businesses and industries during 1985-86 include an Allen Bradley Programmable Controller Training Center functioning as a joint venture with a regional distributor, in excess of 1000 employees of major companies trained in Statistical Process Control, one full-time college instructor teaching SPC for a Fortune 500 firm, four full-time college instructors on loan to General Motors as trainers in Ohio and Indiana, and the operation of a Nursing Home Area Training Center in conjunction with the Ohio Department of Health.

Technology transfer activities nationwide are steadily increasing in both number and complexity. The two-year college system within this country can serve as an extremely effective mechanism to link the outreach activities of technology transfer initiatives to local businesses and industries. The technology transfer process represents a crucial future market for two-year colleges to better utilize their unique services for non-traditional learners and to provide training and human resource development services to local businesses and industries. The traditional 18-22 year old student is declining in numbers in the United States. The future for institutions of higher education will involve meeting the needs of adult learners and serving business with many of the activities that occur during the technology transfer process.

REVENUE ALLOCATION FOR REVENUE GENERATED
FROM TRAINING PROGRAMS AND WORKSHOPS

Presented by: David Ballinger
Vice President for Academic Affairs
Cincinnati Technical College

Donna Bovard
Coordinator, Industry Relations and Training
Business Technologies Division
Cincinnati Technical College

Paul Callahan
Director of Continuing Education
Cincinnati Technical College

Cincinnati Technical College is a two-year, state assited technical college with 40 associate degree and 4 certificate programs in the areas of business, engineering, health, and math/science technologies. Our current enrollment is approximately 4,000 .students.

Cincinnati Technical College has a vital and distinct mission to perform in addressing the educational and economic needs of local business and industry and its service community.

The College implements its philosophy by providing technical associate degrees. Its programs feature appropriate classroom, laboratory, and cooperative/clinical experience. The College currently has approximately 500 co-op employers.

The College has also responded as well as possible to the needs of the community by providing seminars, workshops, and customized training. However, since most funding for college activities have been devived from college credit instruction activities, there have been limited resources available to expand continuing education offerings.

To solve this dilemma the College has implemented a procedure for approval and allocation of funding for training programs and workshops.

All continuing education programs currently require approval from the Director of Continuing Education, the Division Dean, and the Vice President of Business and Finance. Proper accounting is required for each approved program. After all direct costs are paid, excess revenue is allocated as follows: 50 percent to the general fund, 10 percent to the Office of Continuing Education, and 40 percent to the academic divisions. This money is allocated after the end of the fiscal year.

Our panel presentation will provide a demonstration on how this process works from the viewpoint of the College's administration, Office of Continuing Education, and a participating academic division.

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TIPS FROM OCHEA

TESTED IDEAS, PROCEDURES, AND SERVICES

Ferris F. Anthony, Ph.D.

Dean, Continuing Education

Cleveland State University

John R. Loch, Ph.D.

Director of Continuing Education and Education Outreach

The concept for this Association-based project and publication came about on Inter State 76 North when the presenters were discussing the need for drawing the Association membership into a project through which individuals and institutions would receive credit or recognition for their innovative efforts.

In Tom Peters and Nancy Austin's A Passion for Excellence: The Leadership Difference, the process of experimentation and the creation of a climate that induces experimentation and experimenters' or champions (skunks) is described. Out of the inordinately structured, messy, fouled-up, and mucked-up institutions of higher education, continuing education departments, divisions, offices or schools provide a setting for experimentation, creativity and innovation—SKUNKWORKS—"those small off-line bands of mavericks that are the hallmark of innovation organizations."

If the messy-world-experiment-champion-skunkwork paradigm makes sense, as continuing educators, we then need to create a climate that induces experimentation and nurtures and makes heroes of experimenters and champions—those who work in continuing education.

Within OCHEA, this project was designed to recognize the experimental efforts that worked (or bombed), to nurture the champions and to accord hero status to the institutions and individuals who dared to take the step forward and to share their experiences with others.

The session reviewed a sampling of the TIPS submitted providing a variety of Tested Ideas, Procedures, and Services to take back for application to the "home" institution with fine tuning to the setting.

TIPS REVIEWED INCLUDED:

Variable class scheduling,

Letters of congratulations on election/appointment

Library information/counseling sessions for adults

Conference planner flow-sheet

Exclusive news release

Mailing list development from campus events

Travel as a form of faculty compensation

Early registration discount

Form letter lead-in/greeting

Pre-course assessment of student learning objectives

Use of 2nd class postage

Use of demographic information to establish non-credit/credit enrollment

relationship

Timely use of certificates

The session also focused on eliciting additional TIPS from the participants.

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MEMBERS OF THE ASSOCIATION TASK FORCE;

Andy Chonko,

Zoe Bechtol,

Randy Leite,

Paul Callahan,

Ferris Anthony, and

John R. Loch

Worked with the session participants to write up TIPS for the 1986 TIPS from OCHEA.

Increasing Parttime Faculty Effectiveness
Through Your Faculty Development Program

Presenters: Roseann Parks, Lorain County Community College
Linda Dixon, College of Mount St. Joseph

Parttime faculty, whether they be in the credit or noncredit area, are essential to the accomplishment of the mission of postsecondary institutions. Hence, a commitment to excellence must be fostered in parttime faculty. This commitment can be achieved through the establishment of a faculty development program.

A faculty development program can be defined as the entire process of hiring, orienting, supporting, communicating, and evaluating parttime faculty. The most common complaints of parttime faculty are a feeling of being isolated from the rest of the institution, the lack of feedback on their teaching, and limited communication with their supervisors and colleagues. Responding to these concerns requires the same services that are given to fulltime credit faculty. In addition, establishment of a faculty development program can foster a commitment to the institution which will result in more satisfied students and returning students.

An orientation program is the main resource used to communicate with parttime faculty. Orientation sessions should be held on a regular basis. Components that are particularly helpful in an orientation program are a) an overview of the institution/division and services available, b) a profile of the student population, c) standards on attendance, conduct, design of course syllabus, and evaluation, and d) an opportunity for "casual communication" with their colleagues.

It is essential that a schedule of regular contact be maintained with parttime faculty. Administrators should be readily available during all teaching hours and faculty should be contacted periodically in order to follow their progress. Support services that are available to fulltime faculty should be available to parttime faculty during evening and weekend hours.

Involvement in departmental and administrative decisions is an expressed need of parttime faculty, but more so for credit than noncredit faculty. Recognition programs should be established in the form of awards and special appreciation activities.

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The evaluation process should be both formal and informal. Parttime
faculty should be evaluated regularly, and they should be informed of
evaluation procedures and how evaluation results will be used. Evaluation
results can be one avenue for developing programs for improving instructional
methods, which consist of inservice programs, individual assessment along
with class visits, and resource materials.

A sense of identity and good communication are very important to
parttime faculty. Their needs can be met by offering them the same programs
and services that are available to fulltime faculty while still staying
attuned to their special needs. Parttime faculty play a major role in higher
education, and they will better service the institution when the institution
shows a commitment to their growth.

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OCHEA

OHIO CONTINUING HIGHER EDUCATION ASSOCIATION

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- Institutional
- Associate and Affiliate

should be returned to:

Mr. C. Patrick Lewis
Chairman, OCHEA Membership Committee
c/o College of Special Programs
Kent State University
Kent, Ohio 44242

The annual dues for the membership categories*

Institutional Membership	$60
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Make checks payable to O C H E A

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  ( ) Technical/Community College, ( ) Public College/University
● The accrediting agency for the college/university listed above is:

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● The date of the most recent accreditation: _____
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      ( ) Conference   ( ) Research and Data Collection
      ( ) Constitution and Bylaws   ( ) Site Selection

SIGNATURE OF APPLICANT: _____ DATE: _____

        ( ) Membership Dues of $_____ enclosed.   Check No. _____

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NAME/TITLE OF ADMINISTRATOR IN CHARGE OF CONTINUING EDUCATION, DESIGNATED AS INSTITUTIONAL REPRESENTATIVE:

NAME _____ TITLE _____

BUSINESS ADDRESS _____ TELEPHONE ( ) ____

_____

CITY _____ STATE _____ ZIP CODE _____

*   *   *   *   *   *   *   *   *   *   *   *

INSTITUTIONAL INFORMATION

● The college/university identified above is a: ( ) Branch/Regional Campus, ( ) Private College/University;
  ( ) Technical/Community College, ( ) Public College/University
● The accrediting agency for the college/university listed above is:

_____   _____

● The date of the most recent accreditation: _____
● Is the college/university listed above registered with the Internal Revenue Service as a non-profit
  corporation? ( ) YES ( ) NO
● Please provide a brief description of the program/service areas encompassed in the unit responsible for
  continuing education.

_____

_____

          Signature of Individual Designated as Institutional Representative to OCHEA

Signature _____   Date _____

NEW APPLICATIONS MUST BE ENDORSED BY THE CHIEF ADMINISTRATOR/EXECUTIVE OFFICER OF THE COLLEGE/UNIVERSITY.

Signature _____   Date _____

Title   _____

          ( ) Membership Dues of $_____ enclosed.   Check No. _____

                    RETURN THIS APPLICATION AND DUES PAYMENT
              TO THE ADDRESS LISTED ON THE ATTACHED LETTER.

DO NO WRITE BELOW THIS LINE

AMT REC'D $	BY	DATE	CONSTITUENCY:
			( ) Br/Reg ( ) T/C ( ) Pri C/U ( ) Pub C/U

DISTRIBUTION: Secretary-White / Treasurer-Yellow / Membership Chairman-Pink / President-Goldenrod