



An International Organization for the
Community College Baccalaureate Degree

BEACON

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The Community College
Baccalaureate Association is an
affiliate Council of the American
Association of Community Colleges.

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WHAT IS THE CCBA MISSION?

To promote better access
to the baccalaureate degree
on community college
campuses, and to serve as
a resource for information
on various models for
accomplishing this purpose.

**CCBA
Conference
Early Bird
Registration
closes on March 1.
Only forty hotel
rooms remain at
group rate**

Sustainability of Ontario's Model for Baccalaureate Education questioned

New Book Offers Solutions for Improvements in Postsecondary Education

*A new book argues that Ontario's model for providing
baccalaureate education is no longer sustainable.*

Academic Transformation: The Forces Reshaping Higher Education in Ontario finds that the standard model of undergraduate education in Ontario is based on the belief that students should be taught only by faculty members who are actively engaged in original research. Such full-time faculty members are expected to spend about 40 percent of their time and effort on research, 40 percent on teaching, and 20 percent on service to the university and the community.

Two developments over the past two decades have made it impossible to maintain this model of education. One is the increased expectation from the public and the government for universities to produce knowledge that will enhance Canada's economic well-being and international competitiveness. The other is the pressure to dramatically increase accessibility to baccalaureate level education.

The authors find the high costs associated with the research-university model have led to chronic financial strain. "With foreseeable levels of government funding and tuition, it is simply not affordable to have undergraduates taught only by faculty who devote the same amount of time and effort to research as to teaching," said Michael Skolnik, Professor Emeritus, Ontario Institute for Studies in Education.

"In addition to the cost problem, reliance on this research-university model provides insufficient variety in the types of baccalaureate experience available to students who have diverse backgrounds, situations, aspirations and learning styles," said David Trick, President, David Trick and Associates.

Academic Transformation: The Forces Reshaping Higher Education in Ontario makes the following recommendations for improving Ontario's postsecondary system:

- Use the expected growth in demand for university enrolment as an opportunity to create a new sector of baccalaureate institutions that focus on teaching. Faculty would be expected to be current in their fields but would not do discovery research.
- Encourage universities to create or maintain a high-quality three-year undergraduate degree.
- Provide each university and college with an agreed amount of money each year to continue teaching and research operations at current levels, and then consider how much additional funding is required to increase enrolments, expand research and scholarship, or undertake other new priorities.
- Foster increased efficiency by encouraging differentiation among existing universities through a combination of regulation and financial incentives.
- Encourage balance and differentiation in the college sector. A small number of colleges should become substantial providers of baccalaureate education, while some focus on trades training and serving under-prepared learners.
- Improve opportunities for college to university transfer. Develop specific programs in universities aimed to facilitate transfer from college career programs.
- Develop an Open University of Ontario that would offer high-quality learning based on flexible credit recognition, open admissions, and access for learners who are unable to attend the existing universities.
- Rethink ideas about quality to ensure they support innovative practices in higher education that are appropriate for the 21st century.
- Recognize the need for more effective provincial policy leadership in higher education.

(Continued on page 2)

Sustainability (Continued from page 1)

As the funder for this project, the Higher Education Quality Council of Ontario will evaluate these findings and provide policy recommendations to the Ministry of Training, Colleges and Universities. "These recommendations will be useful to the Council as we work with our partners in higher education to provide advice to the government on the best design for Ontario's postsecondary education system," said Dr. Ken Norrie, Vice-President Research of the Higher Education Quality Council of Ontario.

The book is available for purchase at <http://mqup.mcgill.ca/book.php?bookid=2363>.

About the authors

Ian D. Clark is a professor in the School of Public Policy and Governance, University of Toronto, a former federal deputy minister, and past-president of the Council of Ontario Universities.

Greg Moran is a professor and member of both the clinical and developmental groups within the Department of Psychology, University of Western Ontario, and a former Chair of Psychology, Dean of Graduate Studies, and Provost and Vice-President (Academic) at Western.

Michael L. Skolnik is professor emeritus in the Ontario Institute for Studies in Education of the University of Toronto and held the William G. Davis Chair in Community College Leadership in the University of Toronto from its establishment in 1999 until 2007. Mr. Skolnik is a member of the CCBA Board of Directors.

David Trick is president of David Trick and Associates, consultants in higher education strategy and management, and is the former assistant deputy minister for post-secondary education in the Government of Ontario.

About the Higher Education Quality Council of Ontario

The Higher Education Quality Council of Ontario is an arm's-length agency of the Government of Ontario dedicated to ensuring the continued improvement of the postsecondary education system in Ontario. The Council was created through the Higher Education Quality Council of Ontario Act, 2005. It is mandated to conduct research, evaluate the postsecondary education system, and provide policy recommendations to the Minister of Training, Colleges and Universities with a view to enhance the quality, access, and accountability of Ontario's higher education system. For further information, please contact Jeff Rohrer, jrohrer@heqco.ca.

Upcoming Events

Emotional Intelligence Institute

The challenge of expanding opportunities for new, first-generation, and adult learners (ACCESS) and developing research-derived and "best practices" academic and student support programs (SUCCESS) is a current and on-going priority for community colleges. The annual *Institute for Emotional Intelligence* provides a conference for educators, researchers, academic leaders, and managers to learn first-hand about the education and transformative theory of emotional intelligence. Using positive assessments to guide person-centered teaching and learning, keynotes and concurrent programs are delivered in four program tracks: K-12 Education, Community Colleges & Universities, Business/Organizations, and Health, Wellness, Counseling.

The 7th annual Institute for Emotional Intelligence will be convened in San Antonio, Texas, hosted by San Antonio College, and supported by Coastal Bend College, Hallmark College, and Texas A&M University-Kingsville. The 2 day conference will be held on February 25-26, 2010, and pre-conference seminars and workshops will be conducted. Highlights are:

- Pre-conference seminar (one day): *Teaching Excellence: Modeling Emotional Intelligence Skills* conducted by Dr. Darwin Nelson on Monday, February 22, 2010
- Pre-conference seminar (one day): *Leadership Excellence: Leading with Emotional Intelligence* conducted by Drs. Gary Low, Robert Vela, Rito Silva, and Rick Hammett on Monday, February 22, 2010
- Pre-conference EI Certification (two day): *Education and Transformative Model of Emotional Intelligence* on February 23-24, 2010
- EI Conference: Emotional Intelligence: Developing Excellence in Teaching and Leadership on February 25-26, 2010.

The venue for the 7th Institute for Emotional Intelligence conference and pre-conference programs is El Tropicano Riverwalk Hotel, San Antonio, Texas. Complete information is available at: http://www.regonline.com/2010_EI_Institute

Summary of 19th Annual ACTI Conference

Nov. 11-13, 2009

Jolly Beach, Antigua V.I.

By CCBA Board Member, Dr. Ali Esmaili

This year saw the 19th Annual Association of Caribbean Tertiary Institutions (ACTI) Conference held in Antigua and Barbuda and was hosted by Antigua State College. Each year, this conference amasses educators, administrators, and experts representing institutions in 17 countries throughout the Caribbean Islands. This consortium focuses on maximizing the student success and expanding access to educational opportunities through technology. My trip to this conference and subsequent collaboration with ACTI and its partners, such as the Caribbean Knowledge and Learning Network (CKLN), provided me with a wealth of insight into the development of higher education in this region. This year's conference focused on quality instruction initiatives and the overall strategic direction regarding ACTI's fundamental mission. This organization understands the practicality of seeking out a diverse array of expertise and readily welcomes involvement of non-regional contributors, like the Community College Baccalaureate Association (CCBA).

Under the leadership of Dr. Roosevelt Williams, President of ACTI, this organization has focused strongly on accessing underserved communities throughout the region. Collaboration between ACTI and the CCBA continues to be a great means by which we may both benefit from shared resources and expertise. After attending several presentations, given by representatives from these institutions, it is clear to me that there is a great desire on the part of ACTI members to establish 2+2 or 3+1 articulation agreements with community colleges in the United States. Several of these institutions have already expressed their interest in drafting articulation agreements and establishing study abroad programs with CCBA member institutions. I believe this type of agreement would be extremely beneficial to students in both nations and highly recommend that CCBA continue its participation and collaboration with the Association of Caribbean Tertiary Institutions (ACTI).

In addition, I would like to express my sincere thanks to Antigua State College for their outstanding hospitality and leadership. A very special thanks is in order for Ms. Peecheeta Spencer, Principal of Antigua State College and Dr. Roosevelt Williams for welcoming the Community College Baccalaureate Association (CCBA) into the ACTI family.

Dr. Ali Esmaili is Associate Dean Baccalaureate Programs, South Texas College and a member of the CCBA Board of Directors.

Community College Transfer Guide

Dr. Don Silver

It is more important than ever that students know the optimum way to turn a community college education into a four-year degree and that community college administrators help students maximize the chances for college success. That's where the Community College Transfer Guide comes in. This inexpensive book can be utilized by students on their own, advisors during one-on-one counseling and colleges as a text for orientation classes, transfer workshops and transfer fairs.

The Community College Transfer Guide in just 130 pages spells out step by step, from start to finish, what every student needs to know and do to plan coursework and transfer to a four-year college or university. This book shows students how to plan and navigate their way through the maze of course and transfer requirements as well as the application and financial aid procedures. That means more successful transfer students and more success for your college.

Dr. Don Silver is an educational consultant for The Wall Street Journal Classroom Edition Teacher Guide and has taught at the University of Southern California. Both his undergraduate and doctoral degrees are from UCLA. He is the author of 12 highly acclaimed books including his latest, the Community College Transfer Guide. Dr. Silver also has personal and practical experience with the transfer process as a father. Silver's son was accepted at every university he applied to as a transfer student including one program that accepts only four percent of applicants.

For ordering information and special pricing, visit the Adams-Hall Publishing website at www.adams-hall.com.

The Democratization of Knowledge: Beyond Access to Baccalaureate Degrees

The Democratization of Knowledge and the Internet: Who Needs Education?

Google has already demolished entire industries, of course...[n]o one buys encyclopedias any more (and textbooks may be next)... [i]t has also thrown the entire education industry into upheaval. –

Margaret Wentle

Taking my cue from Margaret Wentle, I argue in this article that the changes we are currently witnessing in the nature of knowledge, information and communications technologies comprise compelling challenges to the future of post-secondary education systems, particularly traditional research universities and colleges.

Of the many revolutionary changes that the twentieth century wrought, the revolutions in mass communications and information technologies are pre-eminent. The pace of change in those domains has so far shown no sign of slowing up in the new millennium, and as the ongoing effects of these revolutions continue to transform our lives ever more profoundly, their effects on education are becoming ever more profound as well.

The quintessential example of these effects is the advent of the Internet. Never before has so much information been so readily and easily available to so many. We've come light years from medieval European times, when knowledge was so jealously protected by the Church that books were chained to desks inside monasteries to keep access to knowledge—and the power that flows from knowledge—safe from the masses. Printing presses and other mass media had already long since obliterated medieval attempts to control knowledge throughout most of the world, of course, but the Internet has accelerated this phenomenon and taken it to another level. Vast amounts of news, information, disinformation, and knowledge are now available instantaneously, a mere handful of key strokes or mouse clicks away, to anyone with access to Internet-connected computers, cell phones, or other devices.

As disruptive to traditional conceptions of knowledge and authority as these developments have been, the effects of this democratization of knowledge, as we may call it, have been salutary on the whole, especially in the political sphere. Authoritarian regimes increasingly find themselves on the wrong side of history in attempting to maintain control over the masses as knowledge becomes democratized and access to information becomes more difficult to control. This erosion of political authoritarianism globally has translated into the greater overall empowerment of individuals, which is why I described the democratization of knowledge as a salutary development.

The democratization of knowledge is also the harbinger of profound implications for the future of post-secondary education. Traditionally, we entrusted knowledge, research and scholarship with religious and then academic authorities, but this paradigm is being thoroughly undermined. A few examples serve to illustrate the point.

First, consider how Wikipedia has usurped the encyclopedia as a handy source of general knowledge. With its 14 million entries and counting, availability in hundreds of languages, and vast army of contributors, Wikipedia has overtaken all of the world's encyclopedias put together. Wikipedia entries are edited and reviewed by the vast online Wikipedia community in a self-regulating process that is hardly flawless in terms of guaranteeing the highest standards of peer review and scholarly objectivity. Just like the messy, warts-and-all nature of political democracy, this manifestation of the democratization of knowledge is imperfect, to be sure, but it is egalitarian, wildly popular, and here to stay.

Consider what happens today when someone develops a medical condition, especially a serious one. In times past, we deferred to a doctor or other trusted medical expert for our diagnosis, prognosis, and treatment. Now we go online and educate ourselves, self-diagnose, look for cheap treatments, research the latest studies, and challenge our doctors with all of the above. Deference to medical professionals has given way to hectoring. Have you read the latest British research on migraines? What do you think of this Chinese herbal remedy? Why don't you contact the leading Australian specialist in this area? I've already emailed her. And on it goes.

You need drawings for that major house renovation you've been planning? No problem. Teach yourself AutoCAD, download your local building codes, and away you go. When issues of vital interest to us are at stake, such as the health of our loved ones, we go online and attempt to become instant experts. Do we succeed? Maybe, but that's not the point. The point is that we are seizing control of learning about these issues, and in so doing empower ourselves. To the extent that we succeed, this is positive as well.

These two examples merely scratch the surface of the many ways in which online communities, technologies and techniques are transforming not only the nature of authority, but are also blurring divisions between knowledge, learning, and social relationships. From social networking tools to wikis, blogs, chat rooms, user groups, learning platforms, cloud computing and more, knowledge has morphed into a highly interactive, more social phenomenon. Freewheeling, temporary associations of online groups and individuals with specialized interests, free-flowing exchange and ready access to information, preferably at little or no cost, are now the order of the day.

On top of this is the emerging concept of the free, online university, which has been abetted by free access to the course content of thousands of courses made available by MIT and other institutions in recent years. Little wonder that traditional universities, already groaning under crushing imperatives to remain economically viable and relevant, are afraid, very afraid.

The implications of all of this stretch far beyond familiar homilies about the need to provide more convenience, service, flexible delivery options, online course content, and consideration of NetGen learner needs. And they also go far beyond mantras about the "sage on the stage" giving way to the "guide on the side." The democratization of knowledge—and the egalitarianism and instant expertise that go with it—will, I believe, steadily ratchet up pressure to transform the post-secondary environment into a much more collaborative, participative, enterprise than it has been in the past. Learners, I predict, will demand and achieve greater equality with educators. Authority in education and the value of its traditional vestiges: credentials and titles, will increasingly be challenged.

Where all this will lead is anybody's guess, especially because a powerful countervailing trends are also at work in the form of "credential creep" and demands to increase participation rates and create easier access to higher education. However these competing trends will ultimately play out in the new millennium, we are all witnesses to, and participants in, this fascinating sidebar to the gigantic social and technological revolution that is the Information Age. Welcome the brave new world!

Phillip Hoffmann 2010, Phillip Hoffman is the Associate Dean of Degree Studies and Teaching Excellence, SAIT Polytechnic, Calgary, Alberta

Upcoming Events

Community College Baccalaureate Association, Tenth International Conference

Baltimore Marriott Inner Harbor at Camden Yards

March 26 – 28th, 2010

Baltimore, Maryland

WWW.ACCBD.ORG

239-947-8085

NISOD's International Conference on Teaching and Leadership Excellence, May 30-June 2, 2010, in Austin, Texas!

Learn why NISOD's annual International Conference on Teaching and Leadership Excellence has been the largest conference for the past three years to focus on community colleges. The NISOD Conference celebrates excellence and provides a unique professional development opportunity for community college and university faculty, staff, and administrators to foster student success. Visit the NISOD website at <http://www.nisod.org/conference/index.html> for more information.

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