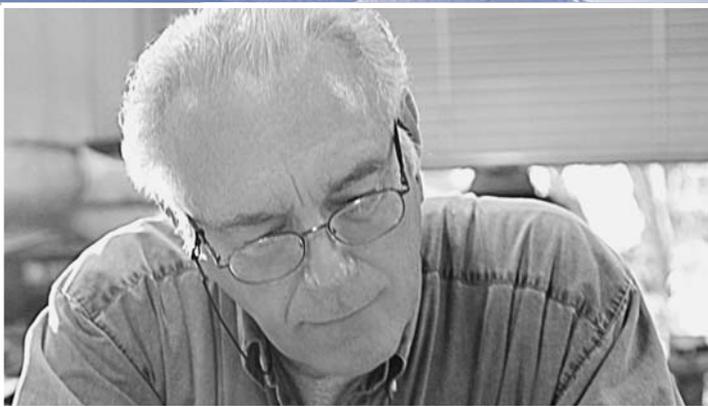




Seventh Annual International Conference



Frontiers of Access

**Hilton Hotel Riverside
New Orleans, LA
March 2 - 4, 2007**

Welcome to our Seventh Annual International Conference Frontiers of Access

Dr. Kenneth P. Walker, President

Dr. Kenneth Walker is the District President of Edison College in Ft. Myers, Florida and the President of the Community College BaccaLaureate Association. He previously held college presidencies and other administrative positions in Oklahoma and Texas. He has a B.A. and M.A. in Political Science, a Ph.D. in Higher Education Administration and continuing education in management and leadership from Harvard University, Southern Methodist University, College of William and Mary and Oxford University. He served in the United States Air Force.

Dr. Walker has received numerous awards for exemplary and distinguished service, outstanding leadership in improving educational opportunities and the advancement and support of education. He received the Professional Educators award from the Association of Community College Trustees in 1977. He was honored in 2001 by the Edison College District Board of Trustees with a unanimous Resolution naming the new \$14 million Kenneth P. Walker Health Science Hall. Dr. Walker is the Founder of the Community College BaccaLaureate Association.



Community College BaccaLaureate Association

The Community College BaccaLaureate Association strives 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.

The CCBA attempts to gather all published articles and legislation dealing with the community college baccaLaureate degree. We also solicit copies of unpublished materials related to this topic. We host an annual conference to share information and develop ways to promote the community college baccaLaureate degree to governors, state legislatures, national policy boards, and other appropriate persons and organizations.

The baccaLaureate degree is an important entry requirement for the better jobs and a better lifestyle. Therefore, every person should have an opportunity to pursue the baccaLaureate degree at a place that is convenient, accessible and affordable.



The Voice of the Students

The Community College Baccalaureate Association (CCBA) conducted a 4th Annual Essay Contest to determine what students think about community colleges offering baccalaureate (four-year) college degrees on their campuses.

A \$1,000 scholarship, provided by Community College Week, and an all expense paid trip to the Seventh Annual Community College Baccalaureate Association Conference, *Frontiers of Access* was awarded to the individual with the winning essay.

Excerpts from CCBA Essay Contest Submissions

“Having the ability to earn a baccalaureate degree in a community college not only demonstrates society’s concern for the education and future of aspiring students – by implementing an alternative means to achieve a higher level of education – but it also renders a direct response to address the ever-changing needs of the workplace.”

Hugh Ngo, Seneca College, Toronto, Ontario

“It is my opinion that young men and women should not have to separate themselves from home, family, and community to become independent, productive and educated members of society. Quite the contrary, I believe that staying close to home, family and community strengthens our society and produces more productive citizens who will return the benefits of their education to their localities.”

Roy Trent Allen, Big Sandy Community & Technical College, Prestonsburg, KY

“The option to stay at my community college without having to transfer to another college or university is a chief motivator in my pursuit of an advanced degree in radiation therapy studies at Bellevue Community College.”

Mike Bailey, Bellevue Community College, Seattle, WA

“I will obtain my associates degree in the summer of 2008 at age 46, and with that in hand, along with my determination, I will be able to go to the next step of obtaining my bachelors degree. All this is possible since Lewis & Clark has partnered with Missouri Baptist University in offering their four year program at the Lewis & Clark campus.”

Judy Beatty, Lewis & Clark Community College, Godfrey, IL

“As a married mother of three who is turning 40 this coming June, I have many reasons why it was important to me to attend university through the local community college. The proximity of the college, the small class sizes, and the personal rapport with the staff are just a few of the reasons.”

Lindy Hewitt, Laurentian University @ Georgian College, Orillia, Ontario

“Perseverance is the ability to strive toward a goal despite obstacles. I have encountered numerous obstacles in my 40-year journey toward a baccalaureate degree, yet I persevere.Despite being a single parent and working part time, I earned my associate of science (AS) degree in 16 months with Cum Laude honors. I soon discovered that my AS degree would only provide access to entry-level positions and to advance my career, I needed a baccalaureate degree. In the past 18 years, I have attempted to earn my bachelor’s degree several times and a different obstacle deterred my progress each time. Daytona Beach Community College (DBCC) implemented its first baccalaureate program this year. This program is only one example of how DBCC endeavors to fulfill its mission. “Daytona Beach Community College, a comprehensive public college, provides access to a range of flexible programs from community enrichment to the baccalaureate degree, emphasizing student success, embracing excellence and diversity, as well as fostering innovation to enhance teaching and learning.” It’s important for me to earn my baccalaureate degree on my community college campus.”

Kathy E. Kemp, Daytona Beach Community College, Daytona Beach, FL

“Our culture has recently been preoccupied by the notion that children should leave the nest at 18 and never return. Young adults are shipped off to university dorms, Boot Camp or European vacations moments after they flip their tassels and toss their high school graduation caps into the air. Those who remain in their hometowns or near family ties are often labeled failures and are thought to lack ambition and independence.....Perhaps it’s time to rethink these patterns and look to previous eras and other cultures for successful educational experiences where the best and brightest students aren’t uprooted from their communities. Rather, they are educated where they were raised, with the support of family, friends and a familiar environment.”

Katherine E. Leigh, Florida Keys Community College, Key West, FL



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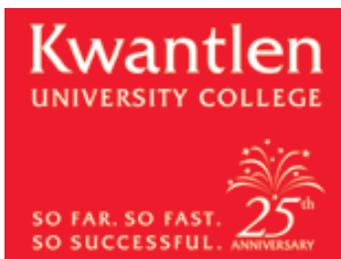


MACEWAN

Grant MacEwan College • 5-221H, 10700 – 104 Avenue Edmonton,
AB Canada T5J 4S2 • 780-497-5147

Grant MacEwan College inspires and enables individuals to succeed in life through career and university studies. The college was established in 1971. It was named in honor of Dr. J.W. Grant MacEwan, former lieutenant governor of Alberta, MLA for Alberta, Mayor of Calgary, author, historian, environmentalist, and educator.

The college has over 60 Diploma and Certificate Programs, 4 Applied Bachelor Degrees, 10 University Transfer Programs and 2 Bachelor Degrees.



Kwantlen University College is a comprehensive undergraduate university with four campuses located in the South Fraser region of British Columbia's Lower Mainland. Kwantlen offers bachelor's degrees, associate degrees, diplomas, certificates and citations in over 135 programs. We also provide over 25 services to help you succeed in your studies.

More than 17,000 students annually attend Kwantlen campuses in Surrey, Richmond and Langley. A new campus, the Cloverdale Trades and Technology Centre, opens in fall 2006 and significant expansion is occurring at the Surrey

Campus over the next two years.

Kwantlen University College develops bachelor's degrees and other applied credentials to successfully meet the evolving needs of regional and global employment markets. Kwantlen currently offers 17 bachelor's degrees, with more to come in the future.

Kwantlen students have a unique opportunity to bridge certificate and diploma credentials into bachelor's degrees, creating the option of academic and professional enhancement of applied and technical programs.

12666 72nd Ave, Surrey, B.C. Canada, V3W 2M8 604-599-2244



Seneca

1750 Finch Avenue East • Toronto, ON M9C 1Y3
416-491-5050 ext.2594

Since 1965, the people of Ontario have invested their hopes for a better economic future in their Colleges. By making the connection between education and the workplace, industry gained access to a skilled workforce and graduates left Seneca College ready to work. All of Ontario benefited.

Conference Agenda

Seventh Annual International Conference

FRONTIERS OF ACCESS



Friday, March 2, 2007

- Noon – 7 p.m.** **Registration**
Exhibit Hall

- Noon – 3 p.m.** **Exhibit Hall Open**

- 5 p.m. – 7 p.m.** **CCBA and NACCTEP**
Welcome Cocktail
Reception
Exhibit Hall

Saturday, March 3, 2007

- 7:45 - 10:30** **Registration**
Third Floor
Registration Counter

- 7:45 – 10:30** **Exhibit Hall Open**

- 7:45 – 8:40** **Breakfast**
Jefferson Ballroom
Welcome
Dr. Kenneth P. Walker
President CCBA

- Opening Remarks**
Dr. Roy Flores
Chancellor,
Pima County CC District

8:45 - 9:30 Concurrent Sessions

Magnolia Room

Tales From Our Rookie Year: Raising Our BAT-ting Average

Dr. Dorothy Brandt
Dr. Nancy L. Hart
Dr. Eileen Hamby
Dr. Deana Savage
Ms. Laura B. Talbot

A rookie year is always full of opportunities to learn. It's the real and practical test of plans and strategies. Some ideas stay in the line-up, some take extra batting practice, and some get sent to minor leagues. Midland College, Brazosport College, and South Texas College are offering new baccalaureate degrees in applied technology (BAT). This credential builds on an associate of applied science degrees in selected fields, and for Texas, it's a whole new ball game.

The first students enrolled in the fall of 2005, and these schools are now looking to graduate seniors in May 2007. The learning curve has sometimes resembled a curve ball, but the three colleges are hitting home runs for students with two-year technical degrees. This presentation will provide tips in three general areas of interest to new programs.

Recruitment is a vital and challenging part of any new program, but with community college baccalaureate degrees, there are further issues of role identity, target markets, and changed relationships with other institutions of higher education. Students and local residents are quite pleased to learn that their school now offers four-year degrees, but there is some confusion as well. Target markets for these degrees are more likely to be alumni and local businesses rather than high school students. Offering a baccalaureate credential also changes relationships with nearby schools; nearby community colleges that had been competitors can now become true partners.

Student services' policies and procedures have been adapted to prepare for junior and senior students. Creating new degree plans, increasing financial aid opportunities, and amending housing rules all were required. Designing diplomas and class rings are a few of the happy assignments required of the registrar. In addition, for many two-level institutions and their students, admission requirements and community colleges don't seem to go together. However, selectivity can enhance the prestige of a program, and some technical students may need to fortify their general education skills. Admission criteria help predict enrollment and to provide an opportunity for strong academic advising.

Curriculum that is practical has been the mission of these schools and their advisory committees. Preparing students for upper-division management classes goes beyond requiring that students have a strong foundation in the core curriculum. For many applied technology students, business courses were not a part of their associate degree. The three colleges have responded to this challenge in different ways: Brazosport focuses on chemical and process technology students; South Texas requires leveling work; and Midland College builds on the diversity of its students' technical backgrounds.

Additionally, community colleges have traditionally responded to the needs of the local workforce; and this posture of service continues with upper-division course offerings. This objective is met by the unique offerings of each school—quality control and industrial safety at Brazosport, international business and purchasing management South Texas College, and public administration and natural resources management at Midland College.

As these baccalaureate programs continue to move forward in the big leagues, there will be fewer strike outs, more home runs, and greater opportunities for the grand slam.

Rosedown Room

Bridging into the Future: One Size Does Not Fit All

Dr. Cherylyn Cameron
Dave Dubois B.Sc., M.Sc.

The inaugural year of Georgian's four year Bachelor of Applied Human Services: Police Studies Degree (PSD) was offered in 2002 in response to a growing need for degree level study within the complex and diverse public policing sector. Strong support from the policing community spawned the development of a degree program that encourages a broadened understanding of the nature, role and function of policing within the Canadian cultural mosaic. The Police Studies Degree is comprised of eight academic semesters and two co-op terms providing the student with a more critical, in-depth and applied examination of police issues in society. Controversy exists for this program in terms of the Community College Baccalaureate designation and the current entry requirements for a policing career in Ontario, consisting of a minimum high school graduation diploma. Also, within the Community College system in Ontario, there are dozens of police related two year diploma programs, for example Police Foundations and Law and Security Administration, that prepare graduates at a post-secondary level for entry into the public policing. In essence, these programs contradict the relevance and need of a rigorous program of study for entry level positions in policing.

However, given current trends and issues impacting the delivery of effective police services in our communities, it is clear that a change in academic preparedness is eminent. The Police Studies Degree was developed in response to that need. It is a multi-dimensional degree that compliments, rather than duplicates, existing educational initiatives, offering courses that encourage increasing levels of thinking and analysis, and which are dynamic in design, rationale and delivery. The learning outcomes are designed to directly calibrate with the policing community and its high professional standards.

By blending theoretical knowledge with applied learning the enhanced skill set of students is clearly being recognized by municipal and provincial police services alike. Recently, our provincial police service has signed memoranda of understanding that provides direct entry for current students in PSD (only) to both the Auxiliary and Cadet programs within their Service.

Application interest is growing from a variety of different sources including: high school graduates, related college diploma graduates and current police professionals of all ranks (who possess a variety of educational credentials). There is a growing recognition of the importance of degree level study, not only for entry into policing but also for advancement opportunities within the system.

Georgian College has been a leader in providing multiple pathways for students interested in life long learning options. The PSD program is no different and accommodating the diverse applicant pool has required creativity and the development of policy that is consistent, fair and valued by the consumer. Bridging programs, assessment of prior learning and advanced standing policies have been established internally and approved by appropriate government agencies. This has created an opportunity for applicants who have varying levels of education and relevant police experience to receive the maximum amount credit as they enter this program of study.

Magnolia Room

A Five-Year Retrospective Impact Study of the New Jersey Coastal Communiversy

Dr. Anita Voogt

The New Jersey Coastal Communiversy, led by Brookdale Community College, is a partnership of colleges and universities whose mission is to provide local access to affordable, quality associate, baccalaureate and master degree education for the residents of Monmouth and Ocean Counties.

Studies by the New Jersey Higher Education Commission and Brookdale's own assessments demonstrated the need for expanded access to publically-funded post-associate degree education in the central region of the state. Brookdale responded to that need in 2001 by establishing the Communiversy, the state's first multi-institutional teaching center (MITC), whose membership of senior institutions has grown to now include Georgian Court University, Montclair State University, New Jersey Institute of Technology, New Jersey City University, Rutgers, The State University of New Jersey, and Thomas Edison State University. While each of the partners pays a nominal membership fee to Brookdale, the majority of the costs related to sustaining the Communiversy are borne by Brookdale.

Unlike other MITCs and University Centers, the Communiversy has a community college as its lead institution. Similar to other MITCs and University Centers, the community college offers the first- and second-year courses required for the associate degree, each of which is articulated to specific baccalaureate degrees offered by one of the senior institutions. The four-year institutions offer the third- and fourth-year courses required to complete the baccalaureate and also confer the degree. The program portfolio includes fully articulated undergraduate and graduate degrees in business administration, criminal justice, education, health sciences, information technology and liberal arts. Now celebrating its fifth-year anniversary, the Communiversy has grown to become a vital component of the higher education system in central New Jersey with over 3,000 enrollments a year.

At the request of the Board of Trustees, a study was conducted in fall 2006 to assess the degree to which the Communiversy achieved its primary goal to increase access to baccalaureate degree learning. The study also assessed the Communiversy's impact and efficacy as a model for state-wide collaboration using nine measures of institutional effectiveness to evaluate its productivity and efficiency in the areas of strategic growth management, curriculum and student development, organizational and leadership development and connectivity to the community. This presentation discusses the findings of the study, lessons learned and how-to's from the Communiversy's first five years of operation and strategic themes and goals for the future.

Rosedown Room

It's 16 Degrees and Rising: Is the Heat On for Kwantlen's "University College" Status?

Brian Carr, B.Sc., Ph.D.

British Columbia's unique geographic and demographic conditions challenged its ability to provide reasonable access province-wide to a university education available only in Vancouver prior to 1960. The emergence of community colleges throughout British Columbia in the 1960's and 1970's offered a unique opportunity to address the need for both university and community college access under one roof in many, rather than a few, sparsely populated regions that represent over ninety percent of the province's terrain. A formal system of course articulation and trans-

fer credit allowed relatively simple transfer of courses between the community colleges, and between the community colleges and universities. Community colleges had the capability from their onset to offer university courses up to the level of Associate Degree in either Arts or Science. Annual meetings of provincial articulation committees at the discipline and/or program level of all universities and community college partners assure continuity of transferability throughout the last forty years of growth and complex transition within the post-secondary sector.

This unique aura of transfer is markedly unlike the rather possessive university ambience found in most provinces and States, as it is built on the notion of trust and cooperation rather than refusal and enforcement. It is found throughout all sectors of the community college system, and has led to collaborative ventures with other colleges and with other universities at all levels. Most recently, it has opened a few doors towards cautious partnerships with private for-profit career colleges.

The transformation of five community colleges to university colleges around 1990, including Kwantlen University College, opened new pathways to degree completion and degree fields not found in the universities. The strong relationship community colleges routinely forge with their communities have spurred degree opportunities that cater to local community needs in addition to the traditional nation-wide focus and programs that typify the strengths of universities. Both serve an equally important role, but the smaller class sizes, generally lower tuition, and an emphasis on being teaching-driven add to the benefits of colleges and university colleges. They are a place where research is encouraged for the improvement of teaching, but is not the center of attention, and the research undertaken serves a more immediate community need rather than satisfying a longer term curiosity or global discovery typical of the pure research universities are respected for.

The notion of transferability found in community colleges and university colleges helped spur educational enrichment through laddering and bridging opportunities that did not require students to begin afresh without recognition of prior learning. The concept of advancement by building on top of previous learning, with multi-entry and exit stages from certificate through to degree, became a major thrust for community colleges and university colleges rather than the exception. The presence of university colleges, a distinctive clone of community college and university, with its own legislative Act and independence, along with degree granting allowance for two institutes of technology, accelerated the divergence from tradition at the Bachelor's level, even if it risked recognition at the post-graduate level. The establishment of Open University, with its template for distance education, and Royal Roads University, with provision for just 3rd and 4th year offerings, combined with what was occurring at the university colleges, all under an umbrella of general support from the province's universities, solidified a truly unique post-secondary network for the citizens of British Columbia.

Just prior to Christmas 2005, the province's Ministry of Advanced Education took the unprecedented step of increasing public access to degrees. It granted all public community colleges the right to offer applied baccalaureate degrees, the university colleges and the two institutes of technology applied Master's degrees, private colleges the right to apply for degree granting status, and off-shore universities the opportunity to apply for resident or out-of-province granted British Columbia degrees.

These changes, particularly the one offered the community colleges, raised questions as to the long term survival of the university college in British Columbia. Two of the five have already been transformed with distinctly opposite outcomes, and a revisited destiny for the remaining three, including Kwantlen, is anticipated.

This presentation will briefly outline the growth of Kwantlen into a university college, identify some of the challenges it faces as it strives for comprehensive university recognition, and offer a quick summation of degree advancement it has achieved over its brief twenty-five years of existence – so fast, so far, so successful.

10:20 - 10:35 Break

10:35 - 11:20 Concurrent Sessions

Magnolia Room

What is driving the community college baccalaureate?

Dr. Deborah L. Floyd
Dr. Jennifer Sughrue
Ms. Sarah Reed

The purpose of this session is to present our initial findings of an on going research project that examines the motivations driving the community college baccalaureate movement. This research builds on the work of Skolnik, Floyd, Walker, Levin and others in their efforts to describe a conceptual framework that underpins the movement. Our approach has been to select key states where the community college baccalaureate movement has been most active within the past decade and to research the statutory foundations and other documentation that has given rise to this movement. Our methodology has included an examination of state statutory language and policies, higher education governing regulations and activities, and other related documentation. An attempt will be made, to the best of our ability, to describe specific legal and governance language in a manner that results in a stronger understanding of what is driving this community college movement and to add to the development of a conceptual framework. This session will be of particular interest to college leaders and policy makers who want to learn more how legislators and other policy makers have framed laws, policies and practices governing the community college baccalaureate movement in selected states.

Rosedown Room

Moving from Diploma to Degree Without Changing Schools

Henry Decock

In 2000, the Government of Ontario through the post Secondary Choice and Excellence Act enabled the Ontario Colleges of Applied Arts and Technology to grant degrees. It was welcomed as an opportunity to provide additional pathways for students in traditional diploma programs. Normally, those interested in obtaining a degree would need to transfer to a university, either individually or through an articulation agreement. Indeed recent research has shown this movement to be a growing phenomenon, even though Ontario colleges of applied arts and technology were not established to function in this capacity. The average college graduate who continues at a university has different characteristics than the graduate who goes directly into the workforce. The university transfer student is younger, more likely to have come directly from secondary school, and always intended to obtain a degree.

Now that colleges can offer their own degrees, students in related college diplomas can obtain the credential without changing institutions. The extent to which college diploma students are seizing this opportunity is not well documented and an examination of these students has not been conducted in these early years for college degrees. Determining the amount of activity of this nature and conducting research about the students will help in evaluation of the success of these new degrees in providing additional post-secondary opportunities. In so doing, we can compare their characteristics and success to other degree students and to those students who transferred to a university.

Magnolia Room

Overcoming the System – A Joint Baccalaureate Program Across State Lines

Dr. Robert C. Messina, Jr.

Now in its fourth decade, Burlington County College serves the people and business community of New Jersey's largest geographic county by offering programs from many accessible locations. The two campuses in Pemberton and Mt. Laurel and two centers in Mt. Holly and Willingboro offer a full range of student services, university transfer degrees, associates degree programs, professional-technical career development programs, and certifications in technology and management, as well as personal, cultural and recreational enrichment programs. Additionally, BCC operates satellite facilities in high schools throughout Burlington County which, coupled with extensive distance learning opportunities, extend the opportunity for an accessible college education to every corner of the county – and indeed the globe.

Burlington is one of twenty-one counties in the State of New Jersey and its largest in terms of landmass. It is located in what is generally regarded as southern New Jersey in a state that thinks of itself in terms of northern, central and southern sections. The regions are distinctive not only geographically, but also economically, with the southern part of the state have a robust agrarian economy, unlike its more industrial counterparts to the north and central areas. Although community colleges exist in 19 of the counties, the clear majority of four-year institutions are located largely in the central and northern regions. That reality impacts the opportunities for degree completion to graduates of the county colleges located in southern New Jersey. That fact coupled with the shifting demographic profile that a majority of students at Burlington are now in the "traditional" college going age group, provided the impetus for BCC to develop innovative ways to improve opportunities for degree completion.

Against that background, Drexel University in Philadelphia, PA and Burlington County College have joined together to create a unique educational opportunity in a program known as Drexel at BCC. This innovative partnership – the first of its kind in the region – enables BCC students to earn a Bachelor's degree on a part-time or full-time basis from Drexel University while remaining on BCC's Mount Laurel campus.

BCC students complete their first two years at BCC and transfer these credits seamlessly into the Drexel program. Students can then pursue Drexel's 300 and 400 level courses as Drexel students. All Drexel classes offered on the BCC Mount Laurel campus are taught by Drexel faculty.

Majors currently available, in this the first year of operation, include Applied Engineering Technology, Biology, Construction Management, Hospitality Management and Computing Technology. Being introduced in the fall of 2007 will be Computer Science, Computer Engineering, Culinary Arts, Electrical Engineering, Chemical Engineering and Mechanical Engineering. The fall of 2008 will see the introduction of six additional majors, and from that launching pad, the future appears limitless.

Drexel at BCC, as the presentation will show, is a vibrant example of a creative and innovative solution to providing educational access. This presentation will underscore that uniqueness as well as provide a thorough examination of the practical issues of implementation and challenges in "overcoming the system".

Building scholarship to support college baccalaureates - MacEwan's experience

Mike Henry

Susan May

Baccalaureate granting community colleges are presented with the challenge of building a scholarly activity and research culture that supports the undergraduate degree environment. The nature of scholarly engagement in a degree granting institution has different dimensions than is commonly found in the traditional community college environment.

Community colleges do not necessarily have the same degree of research and the development of new knowledge as a core activity to the same degree that is inherent in institutions with graduate schools. When a college begins to grant baccalaureate degrees, it is important for that college to set a deliberate path of developing scholarly activity that is appropriate for an undergraduate institution. While undergraduate colleges may have a different mandate for scholarly activity than traditional universities, degree granting brings with it the mandate of facilitating faculty connection to the pursuit of new knowledge.

The challenges in fulfilling this mandate are reflected in almost every facet of a college's operations. The development of a scholarly culture impacts faculty recruitment and faculty development. Faculty connection to the research and scholarly community can be developed through recruiting faculty with a research and publication record or who have research potential, through mentoring and collaborative relationships with research institutions, and through targeted development of current faculty.

The institutional implications in developing scholarly capacity should not be underestimated. Issues of faculty instructional responsibilities and financial support for research and other forms of scholarly activity raise significant questions for the institution. If faculty responsibilities include scholarly activity, how is support for this activity allocated? Are all faculty members eligible for this support? What institutional support is available for this activity? Will the institution provide research grant application or grant administration support? What is the role of peer review in supporting faculty in scholarly endeavors?

The community college that chooses to develop baccalaureate degrees and increase scholarly activity should develop a strategic approach that builds on the existing interests and experience of faculty members. Leveraging existing relationships with other academic and professional bodies and encouraging faculty to consider a wide range of scholarly activities appropriate to their particular discipline and their individual interests can often be effective.

Colleges moving towards granting baccalaureate degrees cannot assume that the level and nature of scholarly engagement will happen without key strategic interventions at the institutional and individual department or program level. A systematic approach that recognizes the culture shift required and that takes a long term approach to this issue is more likely to generate positive results.

Using the experience at Grant MacEwan College and in particular in the School of Business, this session will highlight some of the initiatives MacEwan has put in place to support scholarly activity.

12:10 - 1:30 Lunch

Jefferson Ballroom

2:20 - 3:05 Concurrent Sessions

Magnolia Room

Keynote Speaker



Belle S. Wheelan, Ph.D.

President

Commission on Colleges, SACS

Dr. Wheelan currently serves as President of the Commission on Colleges of the Southern Association of Colleges and Schools and is the first African American and the first woman to serve in this capacity. Her career spans 32 years and includes the roles of faculty member, chief student services officer, campus provost, college president and Secretary of Education. In several of those roles she was the first African American and/or woman to serve in those capacities.

Dr. Wheelan received her Bachelor's degree from Trinity University in Texas (1972) with a double major in Psychology and Sociology; her Master's from Louisiana State University (1974) in Developmental Educational Psychology; and her Doctorate from the University of Texas at Austin (1984) in Educational Administration with a special concentration in community college leadership.

She has received numerous awards and recognition including four honorary degrees; the Distinguished Graduate Award from Trinity University (2002), and from the College of Education at the University of Texas at Austin (1992); *Washingtonian Magazine's* 100 Most Powerful Women in Washington, DC (2001); and the AAUW Woman of Distinction Award (2002).

She holds and has held membership in numerous local, state and national organizations including Rotary International; Alpha Kappa Alpha Sorority, Inc.; the American College Testing, Inc., board of directors; American Association of Community Colleges' board of directors; and the President's Round Table of the National Council on Black American Affairs.

Dr. Wheelan attributes her success to hard work, endurance, tenacity, and being in the right place at the right time. She recognizes that prayer and support from family and friends make anything possible. Dr. Wheelan is the mother of an adult son named Reginald.

Florida's Baccalaureate Task Force

Dr. Thomas E. Furlong, Jr.

Dr. Judith Bilsky

Dr. Jean Wortock

Kay Burniston

In accordance with the goals of the Florida Department of Education and the Florida Community College System's Strategic Plan, a Bachelor of Applied Science (BAS) Task Force was convened during the fall of 2005 and the spring of 2006 to examine existing BAS degree programs and to develop a common definition of the BAS degree for Florida's public higher education institutions. The Task Force consisted of representatives from the Office of the Florida Board of Governors, the State University System, the Division of Community Colleges and Workforce Education, the Florida Community College System, and the Florida Department of Education

Academic quality, structural consistency, and articulation assurance were key factors that guided the work of the Task Force. Thoughtful research, discussion and deliberation resulted in unanimous agreement on a definition of the BAS degree for Florida, including descriptions of four degree structures currently in use. This BAS definition and associated degree structures will assist public institutions of higher education as they develop new BAS degrees designed to increase access to the baccalaureate and strengthen Florida's workforce and economy.

For many years there has been growing concern among legislators and state policy makers about baccalaureate degree production in Florida. While Florida is one of the top states in the nation for associate degree production, it is 46th out of 50 in baccalaureate degree production. This, combined with the state's transition from an agriculture and service-based economy into an economy based on technology, healthcare, and other sophisticated industries, has led to the development of additional baccalaureate pathways and degrees. Partnership agreements between community colleges and upper-division institutions have expanded over the past five years. Currently, over 20,000 students are enrolled in baccalaureate programs on community college campuses through concurrent and joint-use programs.

In 2001, legislation was developed that authorized community colleges to provide site determined baccalaureate degrees under certain circumstances (Section 1007.33, F.S.) Additionally, Senate Bill 1162 re-established St. Petersburg Junior College as St. Petersburg College and provided the authority for this institution to grant baccalaureate degrees in nursing, education, and technology (Section 1004.73, F.S.).

Bachelor of Applied Science degrees were approved for those fields of study selected by the Board of Trustees at St. Petersburg College with the stipulation that these programs must be based on local workforce needs, and that, for each program selected, St. Petersburg College must offer a related Associate in Science or Associate in Applied Science degree. Each BAS degree program was required to articulate fully with at least one Associate in Science degree program. It is also significant to note that St. Petersburg College was required to maintain the mission and policies of a Florida Community College.

The work of the BAS Task Force was conceived and conducted in order to be fully integrated with the goals and priorities of the Florida Department of Education and the Florida Community College System. It was determined that, "as interest in, and the demand for, the Bachelor of Applied Science Degree grows, so does the need to provide curriculum guidelines (i.e., common prerequisites, common course numbering, etc.) for these programs." It

1:30 - 2:15 Plenary Session

Jefferson Ballroom

Of Like Minds: Panel Discussion

was this determination and directive that led to the formation of the BAS Task Force.

The outcomes of the BAS Task Force will be discussed including the matrix which was created and outlines the four distinct degree structures.

St. Petersburg College has 15 bachelor degree programs that were included in this BAS Task Force. Two of those distinct degree structures will be highlighted and presented.

Rosedown Room

Innovative Degree Development in Response to a New College Mandate

Dr. Jan Lindsay

The British Columbia (B.C.) provincial government recently expanded the mandate of B.C. colleges to include the offering of applied degrees. In response to this expanded mandate and a large government driven five year growth initiative, Douglas College has implemented a number of new degree programs. These degree programs include a wide range of models from collaborative and joint degree programs with other degree institutions, through to two plus two and integrated degree models offered by Douglas College.

The process of implementing degree programs first began with the development of an Academic Plan that outlined the key strategic directions the college hoped to achieve through new program development. Subsequent to adoption of this plan the college embarked on the development of a new degree development policy that would guide the process of degree development. In addition, a sub-committee of Education Council was tasked with the responsibility of establishing standards for review of degree proposal; including depth and breath requirements.

Following development and adoption of the Academic Plan, a Tactical Plan was developed. This plan included a college-wide (Education Division) component along with specific Faculty plans developed by each of the seven Faculties. These plans addressed the details of program development and also addressed the concomitant changes that would occur in regards to scholarly activity development, implementation of an Academic Signature, increased student engagement, and increased access and foundational support opportunities.

To date, Douglas College has implemented three new baccalaureate degrees and four collaborative or joint baccalaureate degrees. Three additional Douglas College degrees are expected to be implemented in September 2007, with a fourth one planned for September 2008. Douglas is also presently working with four other colleges to develop a collaborative Bachelor of Performing Arts degree that is planned for implemented in September 2008. These degrees, in combination with other new program initiatives, have significantly enhanced the post-secondary access of students served by Douglas College.

3:05 - 3:20 Break

3:20 - 4:05 Concurrent Session

Magnolia Room

The New Frontier: Breaking Ground in Collaborative Partnerships

Dr. Cherylyn Cameron

Dr. Donald Dennie

The Georgian College Institute of University Partnerships and Advanced studies came into being by proclamation of the Minister of Training, Colleges and Universities in February 2003.

With this unique designation, Georgian offers degree programs in partnership with select universities.

Lorenzo (2005) identified this type of arrangement to increase degree access as a hybrid model. Describing this as a best of both worlds, the hybrid model combines college baccalaureate degrees and collaborative partnerships with select universities for degree programming. Over 1500 students now study at the degree level at Georgian College. This phenomenal growth is largely due to the incredible success of the collaborative programs offered through an agreement between Laurentian University and Georgian College.

Unique to the Ontario post-secondary system, this partnership has transgressed established practices. Under the agreement, both institutions share in the delivery and governance of the programmes. Based on trust and good will between the institutions and the staff and faculty, we have mitigated difficulties and overcome obstacles faced in this final frontier. Success to-date is based on champions of the program and dedicated faculty and staff. Following a description of the model, the presenters will discuss the challenges and successes encountered.

Challenges Faced

Hiring

Faculty in the Laurentian @ Georgian programmes are hired in a myriad of ways depending on their status and the financial arrangement between the two institutions. Both institutions have responsibility for hiring, with Georgian utilizing full time faculty and Laurentian hiring on a contractual basis. Starting in 2007, tenure-track status will be given to the Laurentian-hired faculty on the basis of their tenure being effective on the Georgian campus.

University Culture

Creating a university culture has been developed through the establishment of a high-quality teaching environment, the establishment of a speakers' series and other related events generally associated with a university environment.

Establishing a research culture is probably the most pressing challenge at the moment. Some full-time faculty are getting involved in research, which is translated in publications and conference presentations. Recruitment of retired university faculty with an established research programme as well as an impressive publication record, will hopefully create a climate of mentoring for the novice faculty.

Impact

At the moment, the impact on Laurentian University has been financial as well as student recruitment. Financially the addition of close to 1,000 students on the Georgian campus has obviously had some positive impact on its budget, given the increase of tuition fees and provincial grants. The recruitment of such a high number of students is helping to keep enrolment figures at an all-time high at Laurentian.

Another important impact is the transition of fourth year students from the Georgian to the Sudbury campus. Several departments have needed to add sections in fourth year classes and, in some instances, hire new part-time and even full-time faculty.

Remaining challenges

There obviously many challenges in the creation and administration of such a programme. However, due to the high affinity of the teaching culture between the two institutions (small classes, student-centered support) as well as the willingness of staff, faculty and administrators from both institutions to work closely together to create a high-quality programme, these challenges have generally been overcome. Current issues include union and faculty associations, technology and data exchange, and library resources.

Beyond the Frontier: Civic Responsibility, Community Development, and Miami Dade College's New Baccalaureate Degree

Dr. Pamela Menke

The Case for the BAS PSM: Miami Dade College recently implemented its second baccalaureate degree program: the Bachelor of Applied Science in Public Safety Management (BAS PSM). This program is a living expression of the community college mission and is a model response to the critics of the community college baccalaureate degree. As concise data and short examples will reflect, the BAS PSM enacts the following:

- It responds to the area's workforce needs (Miami-Dade Public Safety, Homeland Security, Law Enforcement, Corrections Employment Projections and Realities).
- It reflects the diversity of the community (BAS Student Demographics and Miami-Dade Country).
- It provides access to post-secondary education for those often under-served (BAS Student Demographics).
- It strengthens civic responsibility (BAS Academic Content/Curriculum).
- It integrates "hands on" vocational experience with upper-division theory and practice (BAS Academic Content/Curriculum).
- It provides community betterment (BAS Student Backgrounds).
- It provides upward career and educational mobility (BAS Program Benefits).

The Context of the BAS PSM

The BAS PSM emerged from the MDC Strategic Plan and from the strength and community presence of the MDC School of Justice. MDC is the largest and most diverse institution of higher education in the nation. Serving 160,000 students, MDC has eight campuses and a student population in which the majority are 26 years old or older, are Hispanic or of African descent, are first-generation college students, and are at the poverty level or below. The majority also need some form of developmental education assistance. The BAS PSM is housed in the college-wide School of Justice, a robust provider of academic programs (AA, AS in Criminal Justice), of inservice training, and of homeland security, background investigation, and assessment services. The School almost doubled its enrollment in the five years preceding program implementation from 3,635 in 2000-01 to 6,109 in 2004-05.

The Challenges.

Finally, the presentation will provide a short consideration of the program challenges in student preparation and support, faculty, curriculum, and logistics/infrastructure. I will prepare a very brief overview of all the issues and will have available slides relating to each of the issues. After the overview, I will invite the audience to identify (quickly) the issue(s) of greatest interest, and the related slide(s) will be presented in more detail.

- Establishing research/writing assistance for program juniors.
- Developing student support networks.
- Preparing AS Students for CLAST qualifying examinations.
- Integrating AA students into lower-division AS courses.
- Integrating vocational law enforcement/correction academies into upper-division internships.
- Distinguishing and connecting lower-division and upper-division coursework.
- Hiring qualified doctorally prepared faculty for this interdisciplinary program.
- Preparing long-time community college, masters-prepared faculty to teach at the baccalaureate level.
- Working with the Union faculty course selection contract.

Best Practices in College Degrees: Learn from Each Other -What You were Always Afraid to Ask!!!

Robin Hemmingsen

Paula Gouveia

Session attendees will be divided into groups based upon expertise. Each table will discuss and enthusiastically debate a compelling issue and present their ideas to the room for discussion. Topics may change based upon the expertise and interests of the session attendees. The presenters will document the discussion and author a collaborative article to set the stage for further discussion and research. Note: This session will be near the beginning of the conference to allow attendees to meet each other and allow for discussion throughout the conference.

1. Teaching Techniques

Degree versus diploma? Are They Different? This group will discuss differences in teaching degree students. What is done to encourage critical thinking and communication skills? Are cases used? Do these students learn differently?

2. The Student Experience

Is it different for degree students in a college environment? Should it be? Much has been written about the better experience students may have in smaller nurturing environments? What is being done and what can we do to differentiate and improve the student experience as compared to the large university environment? Are there issues with mixing diploma and degree students?

3. Competencies

How are Communication, Critical Thinking and Problem Solving Skills integrated into the Curriculum? Or are they?

4. Research Skills

What are we doing to teach our students how to research? Courses? Approach?

5. Articulation Agreements from Within

6. Faculty

Are there issues in finding faculty? Are colleges growing their own PHD's? If so, how are these funded? What is being done?

4:10 - 5:00 Concurrent Sessions

Magnolia Room

Addressing Access through Integration of Work-place Training and Business/Industry Partnership

Dr. Timothy Mott

Efforts toward increasing access to higher education for adult learners have led many institutions to establish innovative partnerships and alliances with business and industry. Toward that goal, many businesses translate their work-place training programs into college credit recommendations through the American Council on Education's CREDIT program and a means of encouraging stronger linkages with local colleges and universities offering both lower division and upper division academic degree programs.

This session will review the academic process employed when translating work-place training into credit recommendations at both the lower division and upper-division levels. Participants will discuss strategies for partnership with these external organizations including establishing alignment with mission and adherence to academic policies.

The session will begin with a summary of the reasons corporate and agency training organizations state as the goals associated with having training programs undergo an ACE CREDIT evaluation. The presentation will overview the process used by ACE CREDIT to evaluate corporate and agency training. Participants will gain an understanding of the following aspects of the review process:

- How to identify organizations and agencies that have training programs that may be eligible for consideration and partnership;
- The depth and breadth of documentation required for a detailed assessment to be conducted;
- The qualifications of the review team assigned to conduct the evaluation to determine college credit recommendations;
- The evaluation criteria employed in a review will be analyzed in order to demonstrate how the results of training assessments may be linked to college/university partnerships.

Participants will explore a variety of strategies used to establish connections between business and industry training programs and collaborative partnerships with colleges/universities at both the two year and four year levels. Several cases will be presented showing how training programs carrying ACE CREDIT college-level credit recommendations have been incorporated into the design of associate level and baccalaureate level degree programs. The strengths and weaknesses of such partnerships and practices will be explored.

Institutional policies also either encourage or distract from efforts to establish effective partnerships with business and industry. Related institutional policies, as well as external professional guidelines will be summarized and analyzed to provide further support and direction on establishing effective collaborative partnerships in the future, specifically as they relate to the application of credit resulting from learning environments outside of a traditional higher education setting.

Rosedown Room

The Tales of Two Vice-Presidents in a New Degree Granting Institution

**Judith McGillivray
David Ross, Ph.D.**

Kwantlen University College was formerly a two-year community college located in the suburbs of Vancouver, British Columbia. In 1995 Kwantlen's name changed to Kwantlen University College as a reflection of a mandate expansion to offer upper division programming. As a result of the change many of the education and resource decisions related to the school had to now include the development, implementation and sustaining of baccalaureate programming.

Once the decision was made for Kwantlen to offer baccalaureate programming, the "real" work was just beginning. As Kwantlen transitioned to a four-year institution, it was faced with ongoing challenges regarding education programming, student services and the prioritization of limited resources to satisfy the new mandate. This presentation offers an overview of some of the key decisions related to the transition at Kwantlen University College over the last decade. David Ross will focus on the financial implications and Judith McGillivray will present an example of the tensions that can occur when a community college narrative is merged with a university narrative in a new degree-granting institution.

Some of the challenges David Ross will discuss include:

- The expansion of the library system to support baccalaureate programs and the associated research.
- New facility requirements related to upper division offerings.
- The recruitment and retention of students
- The changing culture at the institution
- Start-up challenges and the early years of degree implementation
- The marketing and branding of the institution as a new degree provider
- Government's response to baccalaureate funding and cost escalation concerns.
- Budget pressures and the commitment to four-year programming
- Resource challenges after 10 years

The particular example in this presentation will examine how context, discourse, and power confronted each other in a particular historical and multilayered web when a proposal came forward to Kwantlen's Board of Governors to raise the pre-requisite grade in English 12 from a C to a B to access first-year university English courses. Since these courses were required for many undergraduate degree programs, their pre-requisite served as an entry requirement for many students. Judith McGillivray will comment on what happened between the academic council (Education Council) and the Board when the open door roots of a community college came head-to-head with faculty concerns for quality educational experiences. She will also address what responsibilities she had in supporting both the social justice mandate of the institution and the academic quality mandate. In walking you through this example she will reflect on how disjunctures need to be identified and/or created that allow concerns to emerge and to be articulated from different perspectives with the hope that differences as well as commonalities may emerge and become the subject of debate. It is her hope that in sharing this example that the ethical responsibilities of an educator-leader in thinking with others in an "agonistic space" becomes evident so that the capacity to initiate something new emerges.

Jefferson Ballroom

From Community College to University: Recursive Narratives, Institutional Traditions, and Educational Practice at Kwantlen University College

Robert Fleming

Alasdair MacIntyre's analysis of the interrelationship of institutions, traditions, and virtuous practices in "The Virtues, the Unity of a Human Life and the Concept of a Tradition" leads him to the assertion that discourse on identity within an institution like a university, a "bearer of a tradition of practice or practices," is essential to "its common life . . . [which is] constituted by a continuous argument as to what a university is and ought to be . . ." ("The Virtues" 222). MacIntyre's observation is built upon the understanding that institutions are always already embedded in contiguous yet dynamic traditions that shape identity through ongoing recursive narratives. Similarly, in "Approaching the Human Person," Paul Ricoeur notes that within discourses of institutional identity a narrative "dialectic of cohesion and dispersal" (53) shapes and reshapes an "historically extended, socially embodied argument . . . about the goods which constitute" a living tradition ("The Virtues" 222). In order, then, to pursue the good inherent to any specific practice operating within a living tradition to which one belongs, one must engage with the entangled historical narratives shaping the tradition and conferring identity on one's individual and/or institutional life.

Magnolia Room**The Olympic College BSN Completion Degree Program**

Dr. Judi Brown
Dr. Sharon Gavin-Fought
Ms. Mary Garguile
Ms. Gerianne Babbo

In order to increase access to baccalaureate degrees, the Washington State Legislature, in 2005, passed a bill allowing four community colleges to offer applied baccalaureate degrees. Olympic College was one of the four community colleges chosen to meet this challenge. Three criteria needed to be met in order to be chosen: 1) degree must meet a high wage/high demand area; 2) must meet the needs of place-bound populations; and 3) must increase access to baccalaureate degrees.

Olympic College is located on the Kitsap Peninsula west of Seattle, Washington. It is surrounded by Puget Sound on the north, east, and south and by the Olympic Mountains to the west. This geographic location presents challenges to students desiring baccalaureate degrees. There are only a limited number of institutions that offer baccalaureate degrees; typically in a distance format. To reach on-ground baccalaureate programs, one must travel to either Seattle or Tacoma. To reach Seattle, one must take an infrequently scheduled one hour ferry ride and to reach Tacoma, cross the Tacoma Narrows Bridge now experiencing construction delays. Challenges to potential BSN students then become: time to commute, cost of ferry and bridge tolls, and scheduling issues. Data from multiple studies supported the need for a BSN degree in this geographical area.

The BSN at Olympic College, what is called a “completion degree” due to the fact it builds on an Associate Degree in Nursing, features a unique partnership with the University of Washington –Tacoma Nursing Program. This unique partnership features a “jump start” by UW-T for the Olympic College BSN Program. These “jump start” features include: joint advising, marketing, faculty development, shared resources, curriculum development, faculty mentoring, and other collaborations. This collaboration will result in meeting the needs of students, industry, and the community at large.

During 2006-07, Olympic College and UW-T will jointly work on such things as curriculum development, marketing, hiring of personnel; e.g. academic nursing advisor and a BSN director, and enhancing infrastructure for baccalaureate level. In 2007-08, UW-T will offer a number of upper division nursing courses for part-time students. These students will be enrolled jointly with UW-T and Olympic College. In 2008-09, Olympic College will assume full responsibilities for the BSN degree program.

The bridges left to cross include the determination of faculty salaries; how to differentiate students who are in a baccalaureate degree track and those merely interested in taking baccalaureate level courses while seeking their associates degree; e.g. coding issues; budgetary items; e.g. tuition charged for the different class levels, financial aid for students, state funding, and provide support for all college departments affected by the BSN.

By linking MacIntyre’s and Ricoeur’s analyses of institutions, traditions, and practices to Charles Taylor’s more expansive arguments on the necessary, but always shifting socio-historic situation of individuals and institutions within a social imaginary, one can posit a more general cultural frame within which core defining values and virtues are situated. In order to apply a theoretical understanding of social imaginaries, narratives and practices on material particularities, this paper will briefly outline a tradition within post-secondary education in British Columbia that begins with the emergence of community colleges in the early 1970’s, continues through the development of university colleges in the early 1990’s, to a present moment of convergence with a somewhat separate, but clearly related and increasingly intertwined traditions of universities. Although limited in scope, the aforementioned explication of the community college / university college imaginary and its recursive narratives in tension provides a necessary cultural context in which one can explore the convergence of traditions within a specific site of practice: faculty teaching assignments for upper level courses in the English department of Kwantlen University College. In order to engage meaningfully in the debate on how and by what criteria courses are assigned, one must understand the competing interpretations of equity within narratives of the institution—the department, the university college, the sector—and their relative connection with and/or disconnection from expert-informed extra-institutional expectations relating to excellence of practice in post-secondary learning environments as a whole.

Sunday, March 4**8:00 – 8:45 Breakfast****Jefferson Ballroom****Key Note:****Dr. Judith Bilsky****“Mission Authenticity and the Community College Baccalaureate”****8:45 - 10:00 Plenary Session****Jefferson Ballroom****National Association of Community College Teacher Education Programs: An Update****Moderator and Presenter:****Dr. Deborah L. Floyd****Panelists:****Dr. Roger Bober****Dr. Sally Naylor****Dr. Pamela Menke**

This joint session is a collaboration between CCBA and NACCTEP to provide an update on the development of teacher education baccalaureate degrees in three institutions that have been or are in the early stages of being authorized to confer 4-year teacher education degrees. Issues of planning, implementation and results will be disclosed and discussed. The conferring of teacher education baccalaureate degrees by community colleges is an important trend.

Rosedown Room**To Boldly Go: One College's Journey to a New Frontier**

Dr. Wayne Boekes
Dr. Jane Schulz

Star Trek fans will remember the famous opening lines of each exciting television adventure:

Space, the final frontier. These are the voyages of the starship Enterprise. Its five-year mission: To explore strange new worlds. To seek out new life and new civilizations. To boldly go where no one has gone before.

For Bismarck State College, these lines are descriptive of the way we felt as we explored the new frontier of developing a baccalaureate degree. Indeed, we felt that we were entering a "strange new world" and seeking a "new life" for the college. While some on campus wanted to hold back, most of us proved to be hardy adventurers who decided to go forward boldly! This presentation will share the story of one college's adventure to a new world.

Bismarck State College is typical of most community colleges in offering traditional transfer programs, technical programs, continuing education courses, and workforce training. Nearly thirty years ago, BSC entered a new frontier and began providing programs to train workers in the energy industry. Over time, BSC's energy programs have become pre-eminent in the nation for providing training in this growing industry.

With the advent of distance education technologies, Bismarck State College ventured into another frontier, that of providing online education. The addition of new energy programs offered entirely online brought BSC further national prominence in energy education. As a result, hundreds of students have gained access to fulfilling careers.

Recently, another frontier has beckoned – that of providing a Bachelor of Applied Science degree in Energy Management. Like other professions and industries, large numbers of retirements are expected in the energy industry, including the loss of supervisors and managers. The BAS degree was requested by energy leaders to help fill the need for qualified management personnel.

With another frontier to explore, BSC began looking at ways to make the BAS a reality. Planning and gaining support for the degree began, and possible problems were identified. Expert advice and counsel was sought and data gathered. As BSC followed its charted course, it soon encountered dangers in its path and battled resistance from alien forces. The voyage promised to be exciting!

This presentation will provide details of our exploration into a new world that we hope will be helpful for others who wish to explore new frontiers of educational access. Participants in the session will be given a somewhat lighthearted look at our ongoing journey as we explore our new – but not final – frontier.

Magnolia Room**Improving Access to Bachelor Degree Education in Washington State: Four New Community College Programs**

Dr. Judi Brown
Dr. Vicki DeLorey
Elise Erickson
Malcolm Grothe
Dr. Russell Wright

In 2005, the Washington State Legislature approved funding for four pilot community college applied bachelor degree programs. The Washington State Board for Community and Technical Colleges conducted a competitive process to select the colleges based on their ability to serve placebound students, provide a degree that supports the workforce mission; demonstrate capacity to build and sustain a high quality program; maintain a two-year focus while providing faculty, student services, assessment and other requirements characteristic of a four-year program; and remain true to the open door mission.

Each college was required to obtain degree approval from the Higher Education Coordinating Board and apply to the Northwest Commission on Colleges and Universities for a substantive change to offer a bachelor degree. All four colleges are preparing to begin classes September 2007. A unique aspect of the four programs is their ongoing collaboration in developing shared protocols and policies that will impact these and future applied bachelor degree programs offered through the community and technical college system.

Bellevue Community College: Elise Erickson will share information on the Bachelor of Applied Science in Radiation and Imaging Sciences program. This degree will prepare certified technologists with management and advanced technical skills for career and salary advancement. The program, the only one of its kind in the northwest, will serve graduates of associate degree programs in radiologic technology, diagnostic ultrasound, nuclear medicine and radiation therapy at community and technical colleges throughout the state.

Olympic College: Judi Brown will share information on the Bachelor of Science in Nursing program at Olympic College (OC). Olympic College has established a unique partnership with the Nursing Program at the University of Washington – Tacoma (UWT) to offer the baccalaureate degree. This partnership features UWT helping to "jump start" the program at OC by helping with faculty development, student advising and recruitment, and teaching the first few classes the first year of the degree program. In 2007-08, UWT will offer a number of upper division nursing courses for part-time students. These students will be enrolled jointly with UW-T and Olympic College. In 2008-09, Olympic College will assume full responsibilities for the BSN degree program.

Peninsula College: Russell Wright and Vicki DeLorey will describe their Bachelor's of Applied Science, Applied Management. This program will provide a pathway for Peninsula College graduates from 12 applied degree programs to move into local management positions or to enhance management skills for those who are already managers but lack the benefit of related education. The applied management degree offers core courses in accounting, marketing, economics, management, organizational behavior and the legal environment for business, and allows for electives drawn from management information systems, human resource management, entrepreneurship, technical writing and more advanced accounting and management.

South Seattle Community College: Malcolm Grothe will share their Bachelor's of Applied Science in Hospitality Management degree plans. Hospitality industry representatives indicate that the degree would shorten the career ladder for those who want to move to management from their current technical positions. The program will prepare students for management, marketing and human resource positions in all facets of the hospitality industry, including tourism, hotel operation, restaurant management, catering, cruise ships, casino operations and travel. The program is unique in its focus to provide applied management training to underrepresented students in the region's largest hospitality industry.

Rosedown Room

Using the Collaboration Success Measurement Model to Develop and Strengthen Inter-institutional Collaborations

Dr. Joyce Czajkowski

Inter-institutional collaboration continues to be an effective option to improve access to postsecondary education while controlling costs. However, leaders need to understand how to design successful inter-institutional collaborations and how to measure the effectiveness of these collaborations. This session will introduce the findings from Dr. Czajkowski's study of 52 AQIP institutions that included 32 community colleges. The Collaboration Factors Inventory will be discussed as a tool to measure the identified collaboration success factors. The Collaboration Success Measurement Model, developed from the dissertation research, will be presented and participants will adapt the model to their specific collaborative initiatives.

This session will benefit faculty and administrators who lead collaborative efforts and provide a rationale and a method to measure the success of collaborative efforts along with a model to develop effective collaborations. Participants will learn:

- The difference between cooperation, coordination, and collaboration
- The top six collaboration success factors identified in existing literature
- The top six inter-institutional success factors identified in Dr. Czajkowski's study of 52 AQIP Institutions
- How to use the Collaboration Factors Inventory (CFI) to measure the identified success factors in existing and developing collaborative partnerships
- How to develop a model for successful inter-institutional collaboration based on the information gathered using the CFI.

11:40 Adjorn



Our Distinguished Presenters



GERIANNE BABBO

Olympic College

Gieranne Babbo is the current Interim Dean for Nursing at Olympic College Poulsbo, Washington. She holds BSN and MN degrees from the University of Washington. She has been a Professor of Nursing for the past 18 years. Her passions are Nursing, Nursing education, program and curriculum development. She received the Bremer Excellence in teaching award in 1998. She is a nursing program site evaluator for NLNAC.

600 Chester Avenue • Bremerton, WA 98337
360-394-2749 • gbabbo@oc.ctc.edu



JUDITH BILSKY

*Division of Community Colleges and Workforce Education
Florida Department of Education*

Dr. Judy Bilsky currently serves as Executive Vice Chancellor for the Division of Community Colleges and Workforce Education with the Florida Department of Education in Tallahassee, Florida. Dr. Bilsky holds a Bachelor's degree in History from Florida State University, a Master's Degree in Mental Health Counseling from Nova Southeastern University, and a Doctoral degree in Higher Education Administration with a concentration in Community College Leadership, from the University of Florida. In addition to her work as a college administrator and policy leader, Dr. Bilsky has taught students at every level from pre-K through graduate school in a career spanning 35 years in Education in Florida. Over the past three years, she has been instrumental in providing oversight for the development and implementation of Educator Preparation Institutes in Florida's community colleges, which have statutory authority to prepare post-baccalaureate non-education majors for teacher certification. In addition, she leads a team which provides technical assistance to Florida community colleges seeking approval to award bachelor's degrees in Education as well as in other high-need/high-demand workforce occupations.

325 West Gaines Street • Tallahassee, Florida 32399-0400
850-245-9452 • Judith.Bilsky@fldoe.org



ROGER P. BOBER

*District Dean
Baccalaureate and University Programs
Edison College*

Dr. Roger P. Bober is District Dean, Baccalaureate and University Programs at Edison College in Fort Myers, Florida. He has served multi-campus community colleges in three states as a professor, department head, dean, deputy provost and chief academic officer. After beginning his career in the private sector at Dow Corning Corporation and Dow Chemical Company, Dr. Bober turned his interests to higher education.

He joined Wayne County Community College in Detroit, MI as professor of Business Administration and later served as the department head for Business and Computer Science. He later served as Dean of Occupational Education at Yavapai College in Prescott, Arizona and moved back to the Mid-West Region as chief academic officer at Terra Community College in Fremont, Ohio.

In 1995, Dr. Bober joined Macomb Community College as Deputy Provost, Academic Affairs where he provided the leadership for the College's University Center; worked with Macomb's president in drafting an applied baccalaureate degree model in four areas of study for the Governor's office; and led Macomb Online's growth in programs, courses, faculty and enrollment into the third largest online college among community colleges in the State of Michigan.

Dr. Bober holds an associate of science degree in mathematics from Delta College; a baccalaureate and masters degree in management and business education, respectively, from Western Michigan University; and a doctorate in educational administration from The University of Michigan.

He has served on several boards and policy groups. He served on boards for the Yavapai County Private Industry Council (AZ); Sandusky County Economic Development Corporation (OH); Alliance for Excellence in Online Education (MI), and the UAW-Ford Online University Coordinating Council (MI). He was also appointed by the Chancellor of the Ohio Board of Regents to serve on the Regent's taskforces charged with reviewing the State's two-year college missions; developing a statewide two-year to senior college transfer articulation agreement; and working with a team of state leaders on a recommended strategic plan for the Board of Regents.

Dr. Bober has taught business, management, and marketing courses both at the undergraduate and graduate levels. He is a certified online facilitator and teaches online for community colleges and senior colleges and universities. His pragmatic approaches to leadership, planning, organizational development, virtual learning and leveraging technology for the benefit of higher education organizations have been the focus of his consulting and speaking engagements.

Recognition of his achievements includes the Industrial Technology Education Management Award sponsored by the Institute for the Advancement of Engineering - An award initiated by Yavapai College faculty; the Wayne County Community College Excellence in Teaching Award; and being invited and selected by the League for Innovation in the Community College to attend their prestigious Executive Leadership Institute in 1992.

8099 College Parkway SW Ft. Myers, FL 33906
239-489-9295 robber@edison.edu



Our Distinguished Presenters



JUDI BROWN

Olympic College

Judi Brown is currently the Dean for the Mathematics, Engineering, Sciences, and Health Division at Olympic College located in Bremerton, Washington. She had held that position for the past three years. Prior to that time she was a tenured professor of Biology at Olympic College. She is passionate about establishing partnerships with four-year universities having been one of the co-facilitators of the Community College-University Partnership in Biology at the University of Washington - Seattle. This program featured summer workshops with Community College Biology professors interacting with research scientists at the University. The program was funded by a Howard Hughes grant and proved to be a fabulous tool for establishing relationships between professors and scientists.

1600 Chester Avenue • Bremerton, WA 98337
360-475-7701 • jbrown@oc.ctc.edu



WAYNE BOEKES

*Provost and Vice President for Academic and Student Affairs
Bismarck State College*

Wayne C. Boekes, Provost and Vice President for Academic and Student Affairs at Bismarck State College began his career in education as a teacher at the high school level. Prior to joining BSC, he worked as State Supervisor for the North Dakota State Board for Career and Technical Education and as Director for Continuing Education at Front Range Community College in Fort Collins, Colorado. He has served as Dean for Career and Technical Education and as Vice President for Academic and Student Affairs while at BSC. He received his Bachelor of Science degree from the University of North Dakota, along with a Masters degree from Northern State University (SD) and a Doctor of Philosophy degree from Colorado State University.

P.O. Box 5587 • Bismarck, ND 58506-5587
701-224-5404 • W.Boekes@bsc.nodak.edu



KAY BURNISTON

St. Petersburg College

Kay Burniston is the Associate Vice President for the Baccalaureate Programs at St. Petersburg College. Prior to working at St. Petersburg College, she was Dean for Advancement at Mercer County Community College in New Jersey. She previously served as Vice President for Planning, Research and Development at Daytona Beach Community College, Daytona Beach, FL

P.O. Box 13489 • St. Petersburg, FL 33733
727- 712-5271 • Burniston.kay@spcollege.edu

DOROTHY BRANDT
*Faculty Coordinator,
Bachelor of Applied Technology Program
Brazosport College*



Dr. Dorothy Brandt, CPA, CMA has been the faculty coordinator of the Bachelor of Applied Technology degree at Brazosport College in Lake Jackson, Texas since its inception in 2004. She holds a B.S. – Accounting from Central Washington University, an MBA from City University, an M.S. – Logistics from Florida Institute of Technology, and a Ph.D. – Organization & Management from Capella University. She has ten years of experience as a tenure-track/tenured faculty member and department head, teaching business, accounting, and finance courses at the University of Alaska Southeast, Everett Community College (in the Seattle area), and now at Brazosport College. Dr. Brandt has received many awards for outstanding teaching and service. Prior to embarking on a full-time teaching career, she held several progressively-responsible management positions for three corporations on the West Coast and in local government in Alaska.

500 College Dr. • Lake Jackson, TX 77566
979-230-3615 • Dorothy.Brandt@brazosport.edu



Our Distinguished Presenters

CHERYLYN CAMERON

Georgian College



Dr. Cameron completed a PhD in Theory and Policy Studies in Education at the Ontario Institute of Studies in Education, University of Toronto. Closely involved with the development of collaborative programs in degree studies and applied degrees, Cherylyn is interested in college-university relations and inter-institutional agreements and partnerships. As Vice-President of the Institute of University Partnerships and Advanced Studies, Dr. Cameron is committed to the Institute's mission to expand access to post-secondary programs at the degree and advanced study levels. She believes that strengthening relationships with select universities and further developing Georgian's own degree offerings will create unprecedented options and choice for students in Central Ontario.

1 Georgian Dr. • Barrie, Ontario, L4N 3X9
705-728-1968 x1039 • ccameron@georgianc.on.ca

JOYCE CZAJKOWSKI

*Executive Director for
Quality Assurance*

Upper Iowa University



Dr. Czajkowski has worked in higher education administration for 15 years at Upper Iowa University and developed over 70 interinstitutional collaborations with community colleges. Dr. Czajkowski earned her PhD in Higher Education Administration from Capella University. Her M.S. in Education with an emphasis in college student development and administration from the University of Wisconsin, La Crosse provides an administrative specialization in student development that is directly tied to developing collaborations that benefit both the institution and students. Dr. Czajkowski's dissertation, *Success Factors in Higher Education Collaborations: A Collaboration Success Measurement Model* reflects the results of a study of 52 AQIP institutions that are regionally accredited by the Higher Learning Commission.

133 S. Michigan St. • Prairie du Chien, WI 53821
608-326-4086 • czajkowskij@uiu.edu

BRIAN CARR

Kwantlen University College



Dr. Carr has devoted thirty-four years to the community college system in Canada. He is currently Dean of Sciences at Kwantlen University College in Surrey, B.C., a rapidly growing suburb of the Greater Vancouver Region. As Dean, he oversees three Divisions – the Faculty of Science, Mathematics and Applied Sciences; the School of Horticulture; and the College of Trades and Technology – in addition to being Campus Dean of the Surrey Campus. Prior to arriving at Kwantlen fifteen years ago, Dr. Carr spent a brief time as Registrar in the Ontario community college system, and before that as chemistry instructor, department Chair, Dean and then Registrar at Vanier College, CEGEP, in Montreal, Quebec. Dr. Carr has a B.Sc. from Bishop's University and a Doctorate in Polymer Chemistry from McGill University. He is recipient of a Leadership Award from the (then) Chairs Academy, and has been granted Honorary Membership to the Association of Applied Science Technologists and Technicians of B.C. for his work in promoting technology careers.

12666 72nd Ave, Surrey, B.C. • Canada, V3W 2M8
604-599-2244 v brian.carr@kwantlen.ca

HENRY DECOCK

*Director
Institutional Research and Planning
Seneca College*



Henry Decock is Director, Institutional Research and Planning at Seneca College of Applied Arts and Technology in Toronto, Canada. He has completed an Honours Bachelor of Arts with a double major in Sociology & Politics from the University of Western Ontario; a Masters of Arts in Sociology from York University; and, a Doctor of Philosophy in Higher Education from the Ontario Institute for Studies in Education, University of Toronto. His research involves the study of college-to-university transfer students, documenting their success and persistence, describing their characteristics, and assessing the role of Ontario colleges as a point of access for higher education.

1750 Finch Avenue East • Toronto, ON, M9C 1Y3
416-491-5050 ext.2594 • henry.decock@senecac.on.ca



Our Distinguished Presenters

VICKI DELOREY

*BAS in Applied Management
Student Services Liaison
Peninsula College*



Vicki DeLorey is BAS Student Services Liaison at Peninsula College., She holds a B.A. from Wooster, a B.S. Ed from Western Illinois University and Ed..M. and Ed.D. from Harvard University.

1502 East Lauridsen Boulevard • Port Angeles, WA 98362
360-417-6235 • vickid@pcadmin.ctc.edu

DAVE DUBOIS

Georgian College



Dave Dubois is the Dean of the Justice and Public Safety Institute, Dean of Community Studies, lead Dean of the Orillia Campus and the Administrative Representative on the Georgian College Board of Governors. He holds a Master of Science degree from Penn State University and a Bachelor of Science Degree from the University of Waterloo. Dave has worked at Georgian for the past 24 years as a faculty member, Coordinator, Chair and Dean. Throughout his tenure at Georgian he has been involved in a number of new initiatives within the system including; post diploma program development, educational technology, student access and success. Mr. Dubois is committed to student access and has worked diligently within his portfolio to create multiple pathways for students to continue their education.

825 Memorial Avenue, • Orillia, ON, L3V 6S2
705-325-2740 x3061 • ddubois@georgianc.on.ca

DONALD DENNIE

Georgian College



Donald Dennie is presently the part-time coordinator of the Laurentian at Georgian programme. As the former Dean of the Faculties of Humanities and Social Sciences at Laurentian University from 1999 to 2006, he participated in the establishment of the programme in 2001. A native of the Sudbury region, he holds a Ph.D. in Social History from Carleton University where he also obtained an MA (Sociology). He obtained his BA and an MA (History) from Laurentian University where he also taught in the Department of Sociology starting in 1974.

1 Georgian Dr., • Barrie, ON, L4N 3X9
705-728-1968 x1039 • ddennie@laurentian.ca

ROBERT FLEMING

*Associate Vice President Academic
Kwantlen University College*



Robert Fleming has been a member of the department of English at Kwantlen University College since 1993, and served as Dean for the Faculty of Humanities from 2003 until 2005. Currently, he is the Associate Vice President Academic at Kwantlen. In addition to teaching composition and literature within the English program, he has taught liberal education courses on work and society, power relations, and critical thinking within the Bachelor of Business Administration and Information Technology programs at Kwantlen. His scholarship includes presentations and publications on Canadian literature, postcolonialism, critical theory, composition, and curriculum/program development.

12666-72nd Avenue • Surrey, B.C. V3W 2M8
604-599-3477 • rob.fleming@kwantlen.ca

ELISE ERICKSON

*Special Assistant to the President
Bellevue Community College*



Elise Erickson is Special Assistant to the President at Bellevue Community College where she performs research, writes and edits on issues such as governance policy, accreditation and access to higher education. Previously, in her position as Executive Assistant to the President for eleven years, she served as an advisor to the President on policy and planning issues, managed the Office of the President and acted as Secretary to the Board of Trustees.

3000 Landerholm Circle SE, Room A202 • Bellevue, WA 98007-6484
425- 564-2034 • eerickso@bcc.ctc.edu



Our Distinguished Presenters

DEBORAH L. FLOYD

*Professor of Higher Education Leadership
Florida Atlantic University*



Deborah Floyd is the program leader for higher education at Florida Atlantic University where she holds the rank of associate professor. She knows community college issues well having served 8 years as community college president and over 11 years as a vice president and dean of student affairs. She also served as a Senior Fellow with the Association of American Colleges and Universities in Washington, D.C. where she focused on collaborative partnerships among community colleges and universities. Dr. Floyd is a past member of AACC's Board of Directors and current member of the Council for the Study of Community Colleges.

She has published over 30 articles, monographs and chapters including co-editing and authorship of a 2005 book, *Community College Baccalaureate: Emerging Trends and Policy Issues*. She has delivered dozens of speeches and workshops to various local, state, and national audiences. She regularly consults with community colleges and universities on issues related to leadership, the baccalaureate, and student affairs.

2841 N. Ocean Blvd. #909 • Ft. Lauderdale, FL 33308
Boca Raton, Florida • 954-564-0344 • DFloyd@Fau.Edu



ROY FLORES, PH.D.

*Chancellor
Pima County Community College District*

Roy Flores has enjoyed a career of diverse activities and progressively increasing responsibilities. Dr. Flores is in his fourth year as Chancellor of the Pima Community College District in Tucson, Arizona. Pima Community College serves more than 75,000 students annually through five traditional campuses and a Community Campus offering distance classes, adult education and workforce development programs.

Prior to assuming leadership at Pima Community College, Dr. Flores was president of Community College of Allegheny County in Pittsburgh, Pennsylvania. He has also served as president of Elgin Community College in Illinois, as Executive Vice Chancellor for the Virginia Community College System and faculty and administrative positions at Pan American University. He has been a member of the Board of Directors for the American Association of Community Colleges and a special assistant for economic affairs with the U.S. State Department.

Flores holds a Ph.D. in Economics from Iowa State University. He holds an M.S. degree, also in Economics, and a B.A. degree in Social Science, from Indiana State University.

4905 E. Broadway Blvd. • Tucson, AZ 85709-1010
520 206-4500 • roy.flores@pim.edu

THOMAS FURLONG

*Senior Vice President
Baccalaureate Programs
and University Partnerships
St. Petersburg College*



Thomas Furlong is the Senior Vice President, Baccalaureate Programs and University Partnerships, at St. Petersburg College in St. Petersburg, Florida. He serves as chief executive officer of four-year programs offered by the college directly and the university partnership baccalaureate programs offered at the college as part of the University Partnership Center. St. Petersburg College has existed for 75 years and recently transitioned from a comprehensive community college to a bachelor's level institution.

Leading to his current position, from 1984 to 1987, Dr. Furlong served as Executive Director of the Florida Postsecondary Education Planning Commission located in Tallahassee, Florida. The Commission was the research arm of the Florida Cabinet and the Florida Legislature for postsecondary education policy, budget and planning issues. This position provided opportunity for Dr. Furlong to work with public and private colleges in Florida and nationally as Florida's "State Higher Education Executive Officer" (SHEEO) representative as well as the chair of SHEEO's Data Clearinghouse project with the National Center for Educational Statistics. From 1987 to 1995, Dr. Furlong served as Vice President for Educational Services at Tallahassee Community College. He was the chief academic and student services officer of the college. Most recently, Dr. Furlong served as Deputy Executive Director for Educational Services, State Board of Community Colleges, from 1995 to 2001. In this role he served as the Chief Academic and Student Services Officer for the State Community College System (28 community colleges serving over 1 million students).

Dr. Furlong received a Bachelor of Arts in Psychology from LaSalle College, Philadelphia, Pennsylvania. After relocating to Florida, Dr. Furlong pursued further education with Florida State University located in Tallahassee. In 1971 he received a Master of Science in Counselor Education and in 1977 he received a Ph.D. in Postsecondary Education Management.

Dr. Furlong's most recent publication is "The Community College Baccalaureate in Teacher Education: An Emerging Possibility"; [New Directions for Community Colleges, The Role of the Community College in Teacher Education](#).

P.O. Box 13489 • St. Petersburg, FL 33733 • 727-712-5270
furlong.thomas@spcollege.edu

SHARON GAVIN-FOUGHT

*University of Washington
Tacoma Nursing Program*

Sharon Gavin-Fought is an Associate Professor in the Tacoma Nursing Program at the University of Washington.

253-692-5647 • sgfought@u.washington.edu



Our Distinguished Presenters



MARY GARGUILE

Olympic College

Mary Garguile is the Dean for Workforce Development at Olympic College in Bremerton, Washington; previously she was a tenured faculty member and Coordinator in Early Childhood Education. Mary has been a speaker and workshop presenter on a variety of topics at national, state, and local conferences, and was a co-author/editor of the *Washington State Skill Standards for Early Childhood Professionals*. She has served in leadership positions on several community boards and organizations. Mary currently is the Vice President of Membership for ACCESS, a national organization for associate degree programs in Early Childhood Education. Mary earned a B.S. in Psychology and an M.A. in Child Development from Washington State University.

1600 Chester Avenue • Bremerton, WA 98337
360-475-7841 • mgarguile@oc.ctc.edu

PAULA GOUVEIA

*Chair School of English and Liberal Studies
Seneca College*

Paula Gouveia is Chair of the School of English and Liberal Studies at Seneca College which provides English and elective programming for the Faculties of Business, Technology and Applied Sciences at both the Newnham and Markham campuses in Toronto. Serving over 10,000 full time post-secondary students in a variety of degree and diploma programs, the School of English and Liberal Studies has played an integral part in the development of baccalaureate studies in the College environment.

Prior to becoming Chair, Paula was a professor of French and Spanish in the School of English and liberal Studies and served on a variety of College committees examining curricular issues. She is currently completing her doctoral studies at the University of Toronto focusing on the influence of classical rhetorical theory on the composition and revision of Renaissance love poetry. Her academic research interest focuses primarily on issues of student success through the incorporation of initiatives such as "Language across the curriculum," English remediation and the importance of research in College degree programs.

1750 Finch Avenue East • North York, ON, M2J 2X5
416-491-5050 Ext. 2244 • paula.gouveia@senecac.on.ca



EILEEN HAMBY

*Dean of Baccalaureate Studies
Daytona Beach Community College*

Dr. Eileen Hamby is the Dean of Baccalaureate Studies and a Senior Professor at Daytona Beach Community College. Formerly, she was the Regional Campus Coordinator for the Master of Science Program in Health Services Administration at the University of Central Florida. She earned a Bachelor's degree in Physical Therapy from Hunter College, and a Master's and Doctorate in Business Administration from Nova Southeastern University. Dr. Hamby is a licensed Healthcare Risk Manager in the State of Florida, a Certified Professional in Healthcare Quality (CPHQ), and a Diplomate of the American Board of Quality Assurance and Utilization Review Physicians. She was formerly the Chief Executive Officer (CEO) of a hospital and a nursing home. She was the recipient of the 2004 IBM Research Award for her study on improving patient flow in a public health department. She has published numerous journal articles and textbook chapters, and is well recognized for her many national and international presentations 1200 W. International Speedway Blvd.

Daytona Beach, FL 32120-2811
386-506-3939 • hambye@dbcc.edu

NANCY L. HART

*Director of Baccalaureate Admissions
Midland College*



Dr. Nancy Hart, J.D. is the Director of Baccalaureate Admissions at Midland College in Midland, Texas. She has a B.A. with Honors in English from the University of Texas at Austin, a J.D. from the University of Georgia, and graduate hours in business administration, counseling, business communication, and developmental education. Her educational career has included positions in instruction (paralegal program), academic administration, and student services; her legal career has included prosecution, motion and appellate practice, and criminal defense.

3600 N. Garfield • Midland, TX 79705
432-685-4704 • nhart@midland.edu



MALCOLM GROTHE

*Dean, Technical Education
South Seattle Community College*

Malcolm Grothe is currently the Dean of Technical Education at South Seattle Community College.

6000 16th Avenue SW • Seattle, WA 98106-1499
206-768-6808 • MGrothe@sccd.ctc.edu



Our Distinguished Presenters

ROBIN HEMMINGSEN

*Chair School of Accounting and Finance
Seneca College*

Robin Hemmingsen is currently Chair of the School of Accounting and Finance at Seneca College in Toronto, one of the largest if not the largest, college accounting schools in the country with over 1500 accounting students. The School of Accounting and Finance began delivering the first applied degree specifically in accounting this Fall 2006 with oversubscribed enrollment. Prior to joining Seneca, Robin was Chair of the Centre for e-Business and Network Technologies at Centennial College, spearheading one of the first e-business programs in Canada.

Before becoming Chair, Robin was a Professor in the Accounting and Finance department at Centennial serving on many committees including the Board and Education Committees of the Canadian Academic Accounting Association. Before entering academia, Robin worked in progressively senior positions in finance and accounting at Nabisco Brands Limited. Robin is a professional accountant, has an Honours Bachelor of Commerce and just recently completed her MEd. at the University of Toronto. She is currently enrolled in the Higher Education faculty at the University of Toronto hoping to complete part-time a PHD in Community College Leadership. Her educational interests are community college degree education, competency based curriculum development, integrated business communication and student success.

1750 Finch Avenue East • North York, Ontario, M2J 2X5
416-491-5050 Ext. 6722 • robin.hemmingsen@senecac.on.ca

JUDITH MCGILLIVRAY

*Provost & Vice-President Academic
Kwantlen University College*



Judith McGillivray is the Provost & Vice-President Academic at Kwantlen University College. She has served at Kwantlen for 7 years in this capacity and previously for 6 years as Dean of Community and Health Studies. Prior to Kwantlen, Judith was Director of Health Programs at the College of New Caledonia in Prince George, British Columbia where she was also a nursing faculty member and involved in provincial nursing affairs.

Judith has Diploma, Bachelors and Masters degrees in nursing and is currently completing doctoral studies in Policy and Higher Education at the University of British Columbia.

12666 72nd Avenue • Surrey, B.C. V3W 2M8
604-599-2363 • judith.mcgillivray@kwantlen.ca



JAN LINDSAY

*Vice President Education
Douglas College*

Jan has worked at three different B.C. community in the course of her career. For the past six years she has been at Douglas College; first as Dean of Child, Family and Community Studies and more recently as the Vice President of Education. As Vice President Jan is responsible for the Education Division comprised of seven Faculties which included approximately 650 faculty and staff.

Jan has a doctoral degree in Organizational Psychology. Her dissertation focused on the factors that encourage and sustain post-modern leadership in higher education environments. Much of her work in leading the degree development initiative at Douglas College has drawn on her understanding of post-modern leadership and the need to build capacity within the faculty ranks and with Deans to provide this type of leadership.

P.O. Box 2503 • New Westminster, B.C., V3L 5B2
604-527-5400 • lindsayj@douglas.bc.ca

SUSAN MAY

*Associate Vice President Academic
Grant MacEwan College*



Susan May is the Associate Vice President Academic with responsibility for MacEwan's research and scholarly activity portfolio. Susan chairs the college's academic policy committee and is a member of the research council and curriculum committee. Her background includes teaching and administrative roles at several Canadian colleges and universities.

5-221H, 10700 – 104 Ave., • Edmonton, AB Canada T5J 4S2
780-497-5147 • MayS@macewan.ca

MIKE HENRY

*Associate Dean, School of Business
Grant MacEwan College*

Mike Henry is the Associate Dean of the MacEwan School of Business. Mike served on MacEwan's Research Council for three years and chairs the School of Business Faculty Development Committee. He has provided leadership to the School's B. Commerce degree development process and he has been involved in a number of initiatives to support scholarly development in the School.

5-221H, 10700 – 104 Ave., • Edmonton, AB Canada T5J 4S2
780-497-5147 • henrym@macewan.ca



Our Distinguished Presenters

PAMELA MENKE

Miami Dade College



Pamela Menke has served Dean of Academic Affairs for Miami Dade College, North Campus, since January 2006. She has played a major role in establishing the cross-college infrastructure, policies, curriculum refinements, and faculty development for the College's recently approved (March 2006) innovative baccalaureate degree in public safety management.

Before joining Miami Dade College, Dr. Menke was Vice President, Academic Affairs, at Regis College (Wellesley MA) where she had served for many years as a tenured full Professor of English. She has held faculty and administrative positions in both community college and university settings. As District Vice President of Educational Development at Trident Technical College (Charleston SC), she was instrumental in designing admissions, academic, and student life programs and systems for the just-merged, tri-county technical education centers and the junior college. As Director, Division of Education Programs, for the National Endowment for the Humanities (Washington DC), she expanded educational opportunities for all levels of humanities learning, but sharpened the Endowment's focus on community college, land grant institutions, and historically black institutions.

Her other senior academic posts include Academic Dean, St. Mary Dominican's College (New Orleans LA); Provost and Dean of Faculty, Colby-Sawyer College (New London NH); and Provost, Lesley University (Cambridge MA). She is noted for her skill at instructional design and in engaging faculty in change strategies and has provided leadership in the development of academic programs at the associate degree,

11380 NW 27th Avenue, Room 1312 • Miami Florida 33167-3495
305-237-1232 • pmenke@mdc.edu

SALLY NAYLOR

*Dean of Education
St. Petersburg College*



Sally S. Naylor, Ph.D., is Dean of Education at St Petersburg College, Florida. St Petersburg College is Florida's oldest community college and the first community college in the state granted legislative authority to offer baccalaureate degrees. Dean Naylor is the charter Dean of the College of Education and has guided the establishment of all teacher education majors since 2001.

P.O. Box 13489 • St. Petersburg, FL 33733
727-712-5876 • Naylor.Sally@spcollege.edu

ROBERT C. MESSINA, JR.

*President
Burlington County College*



Dr. Robert C. Messina, Jr., has served with distinction as President of Burlington County College since January 1987. He is an experienced educator, researcher, college administrator, and contributor to local, state, and national affairs.

Dr. Messina was born and educated in New York City. He received his Bachelor of Science degree in Chemistry from the City College of New York, his Master of Arts degree in Chemistry from Hunter College, and his Doctorate in Analytical Chemistry from Fordham University. The topic of his doctoral dissertation was The Location and Concentration of Heavy Metals in the Brain, Liver, and Kidney by Atomic Absorption Spectroscopy.

Dr. Messina taught at the community college level for more than 25 years. He started his career at Nassau Community College as an instructor in the Physical Sciences and Engineering department. He achieved the faculty ranks of assistant, associate, and full professor at Nassau. He was chairman of the Physical Science department, special assistant to the president, and dean of instruction for Mathematics and Sciences during his time at the school. Dr. Messina also held the rank of adjunct professor at The State University of New York at Westbury, taught graduate courses at the State University of New York at Binghamton, and was involved in instruction in developmental learning and remedial education at The State University of New York at Farmingdale.

In 1983 Dr. Messina was a Carnegie Fellow at the Woodrow Wilson School of International Studies and Public Affairs at Princeton University, where he studied problems in environmental planning and urban development. He then served as vice president for academic affairs at Broome Community College in Binghamton, New York.

Since becoming president of Burlington County College, Dr. Messina has raised the College's profile in the local community, across the State of New Jersey, and on the national level. He has obtained the necessary funding to upgrade the College's facilities through the construction of a new classroom building and new library building at the College's Pemberton Campus, as well as the construction of a second campus in Mount Laurel, New Jersey. The Mount Laurel Campus presently has six permanent buildings: the Technology and Engineering Center, High Technology Small Business Incubator, The Enterprise Center (a full-service, state-of-the-art corporate conference center and training facility), a Science Building, an Academic Building, and a Central Energy Plant. The latter four buildings all were completed during 2002.

601 Pemberton Browns Mills Road • Pemberton, New Jersey 08068-1599
609-894-9311 x1301 • rmessina@bcc.edu



Our Distinguished Presenters

TIMOTHY E. MOTT

*Associate Provost, Distance Learning
Union Institute & University
Director Ohio State Affiliate Office
of ACE CREDIT*



Dr. Timothy Mott currently serves as Associate Provost, Distance Learning at Union Institute & University, Cincinnati, Ohio. In addition, he was recently appointed as the Director of the ACE State Affiliate Office in Ohio. Throughout his tenure at Union, he has also held positions as Assistant Vice President for Academic Affairs, Director of the university's Office for Licensure and Compliance, University Registrar, Dean of the College of Undergraduate Studies and he was the founding Dean of the Center for Distance Learning (CDL). His 27 year educational career has been focused on elementary education, gifted and talented education, adult higher education, distance learning, applications of instructional technology and teaching/learning strategies to promote effective individualized educational opportunities.

A strong advocate for creating local, regional and national cooperative partnerships in higher education, Dr. Mott has served as chairperson of the Chief Academic Affairs Officers Council of the Southwestern Ohio Council for Higher and serves on the Chief Academic Affairs Officers Council of the Greater Cincinnati Consortium of Colleges and Universities. Statewide, he has chaired the Academic Outreach Committee of the Ohio Board of Regents' virtual university, the Ohio Learning Network (OLN). Dr. Mott recently accepted appointment to the Board of Trustees of Rocky Mountain University of Health Professions in Provo, UT.

Nationally, Dr. Mott is a frequent consultant to the American Council on Education (ACE) and the Distance Education and Training Council (DETC) where he has chaired numerous corporate training evaluations and various national and international accreditation teams. He regularly serves on doctoral learner research committees assisting doctoral students in the production of research on distance learning, instructional technology and adult education.

Prior to his affiliation with Union Institute & University, Dr. Mott served as Coordinator for Liberal arts Degree Programs at Thomas Edison State College in Trenton, NJ. At the University of Cincinnati and Indiana University of Pennsylvania, he taught elementary education methods courses and coordinated and supervised student teaching experiences in a variety of urban, suburban and rural environments and guided educational study tours in Europe.

Dr. Mott holds a Ph.D. degree in Curriculum & Supervision from the University of Pittsburgh, a M.Ed. degree in Elementary Science Education and a B.S. degree in Elementary Education both from Indiana University of Pennsylvania.

440 E. McMillan Street • Cincinnati, OH 45206
513-487-1267 • tmott@tui.edu

SARAH REED

*Doctoral Candidate in Adult Education and Higher Education,
Florida Atlantic University
Boca Raton, Florida • SReed15@Fau.Edu*

DAVID ROSS

*Vice-President Administration &
Student Services
Kwantlen University College*



Dr. Ross is the Vice President of Administration and Student Services at Kwantlen University College. He has served at Kwantlen for 13 years in various faculty and administrative positions. Included in this were terms as both Undergraduate Chair – Business and Marketing where he was part of the initial baccalaureate development at Kwantlen and lead the development of the first business degree at the institution.

David was born in Nova Scotia and served on faculty at the University of New Brunswick. His career in the private sector included management roles in the petroleum industry, education and technology, film industry, various management consulting roles and work with the United Nations in conjunction with the Eastern Europe Privatization Program. He has Masters' degrees in both Business, from Dalhousie University, and Aquaculture, from Simon Fraser University and received his Ph.D. in Higher Education through the University of Nebraska.

12666 72nd Avenue • Surrey, B.C. V3W 2M8
604-599-2420 • david.ross@kwantlen.ca

DEANA SAVAGE

*Associate Vice-President of Instruction
Midland College*



Dr. Deana Savage is Associate Vice-President of instruction at Midland College in Midland, Texas. She is responsible for three instructional divisions: Business Studies, Health Sciences, Technical Studies, the Advanced Technology Center and the new Bachelor of Applied Technology Program. Dr. Savage was involved in the Texas community college baccalaureate initiative from its beginning and oversaw Midland College's transition to Level II status. She has served on numerous site visit teams for the Southern Association of Colleges and Schools including those charged with substantive change review. Dr. Savage is currently President of the Texas Association of College Technical Educators, a member of the local workforce development board and immediate past-chair of the state's Workforce Education Course Manual Leadership Committee.

3600 N. Garfield • Midland, TX 79705
432-685-4514 • docsavage@midland.edu



Our Distinguished Presenters

JANE SCHULZ

*Dean of Instruction
Bismarck State College*



Dr. Jane Schulz is the Dean of Instruction at Bismarck State College where one of her responsibilities is the development of new instructional programs. Jane received her Master's Degree from the University of Arizona and a Doctor of Education degree from the University of North Dakota. Jane has held academic library positions and has served as the Director of Institutional Research at Bismarck State College previous to her position as Dean of Instruction.

P.O. Box 5587 • Bismarck, ND 58506-5587
701-224-5491 • J.Schulz@bsc.nodak.edu



JENNIFER SUGHRUE

*Associate Professor of School Leadership
Florida Atlantic University*

Jennifer A. Sughrue is an associate professor at Florida Atlantic University. She currently teaches courses in education law, policy, and ethics. Prior to coming to FAU, she taught at Virginia Tech, where she taught course in K-12 finance, law, policy, comparative education, legal research methods, historical research methods, and the history of American schooling. She is very active in the Education Law Association, at which she has presented on topics on both K-12 and higher education law.

Boca Raton, Florida • JSughrue@Fau.Edu

LAURA B. TALBOT

*Curriculum and Accreditation Officer
South Texas College*



Ms. Laura Talbot is the Curriculum and Accreditation Officer at South Texas College. In this capacity Ms. Talbot coordinated the application process and subsequent site visit as for the Level II accreditation at South Texas College. In addition to accreditation responsibilities, Ms. Talbot serves as the point person for all curriculum related issues and serves as a resource to faculty and administration. Ms. Talbot earned her Bachelor of Arts degree in Psychology and Music from the University of the South in Seawannee Tennessee, and her Masters in Adult Education from Texas A&M-Kingsville.

3201 W. Pecan • McAllen, TX 78501
956-872-8388 • ltalbot@southtexascollege.edu

ANITA VOOGT

*Dean, New Jersey Coastal Communiversiy and Higher Education Centers
New Jersey Coastal Communiversiy
Brookdale Community College*

Dr. Anita Voogt, Dean of the New Jersey Coastal Communiversiy and Higher Education Centers, is responsible for the development of Brookdale Community College's Communiversiy, a seven member multi-institutional teaching center, its branch campus and four Higher Education Centers. Prior to coming to Brookdale, Dr. Voogt served as the Associate Dean of Academic Affairs at SUNY Dutchess Community College, the Director of the Professional Development Center at SUNY Westchester Community College, the Assistant Dean of Community Services at SUNY Dutchess Community College, and Assistant Dean of the School of Adult Education at Marist College in New York. Dr. Voogt earned her Bachelor of Science degree in biology and education from Wagner College, her Master's in Guidance and Counseling from West Virginia University, and her Ph.D. in Educational Administration and Policy Studies from the SUNY at Albany.

765 Newman Springs Road • Lincroft, New Jersey 07738
732-224-2599 • avoogt@brookdale.cc.edu



JEAN WORTOCK

St. Petersburg College

Jean Wortock has a Doctorate in Nursing with a Minor in Educational Leadership and a MSN from the University of South Florida, Tampa, Florida. She is an Advanced Registered Nurse Practitioner and has been Dean, College of Nursing, St. Petersburg College since 2002. She has also held the positions of Director of Nursing and Professor, Nursing, St. Petersburg College. She has written and reviewed numerous chapters and articles on a variety of healthcare topics.

P.O. Box 13489 • St. Petersburg, FL 33733
727-341-3640 • Wortock.jean@spcollege.edu

RUSSELL WRIGHT

*BAS in Applied Management
Program Director
Peninsula College*



Russell Wright is currently BAS Program Director at Peninsula College. He holds a Ph.D. from the University of California. He also holds BS and MOB degrees from Brigham Young University.

1502 East Lauridsen Boulevard • Port Angeles, WA 98362
360-417-6235 • russellw@pcadmin.ctc.edu

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In 2001, Springfield Technical Community College (STCC) and the Entrepreneurial Institute at the Springfield Enterprise Center at STCC began to research and investigate entrepreneurship education practices at community colleges across the country. Only about 10% of 1200 plus community colleges had any type of entrepreneurship education as part of their curriculum.



At the same time, both the American Association for Community Colleges and the National Commission on Entrepreneurship recognized that community colleges were ideally positioned to be catalysts for fostering economic vitality through entrepreneurship education at the community college level.

In response to these findings, the National Association for Community College Entrepreneurship (NACCE) was created to establish entrepreneurship education as a core offering to foster economic development through community colleges.

National Association for Community College Entrepreneurship (NACCE)
1 Federal St. Bldg 101-R • Springfield MA 01105
Fax 413 755-6101 • Ph. 413 755-6111
Heather Van Sickle, Executive Director
hvansickle@stcc.edu • www.nacce.com

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the Executive Director of the CCBA since 2000. She truly believes that every person should have an opportunity to pursue the baccalaureate degree at a place that is convenient, accessible and affordable and assists those who strive to promote better access to the baccalaureate degree on community college campuses through a variety of models.

Beth holds a Ph.D. in Entrepreneurship Education, Union Institute and University; M.B.A., University of Illinois; M.Ed., University of Illinois; B.A., Marymount College.

She has been an Adjunct Professor at Parkland College, Champaign, IL and Edison College, Ft. Myers, FL.

She is on the Advisory Board of the National Association for Community College Entrepreneurship (NACCE) 2005 - present; Board of Directors, Bonita Springs Area Chamber of Commerce, 2002 - present; Charter Class, Leadership Bonita; Board of Advisors, Gulfcoast Theater, 2006 - present. Master Facilitator, FastTrac™, Ewing Marion Kauffman Foundation, 1999 - present.

Beth was awarded Teal Heart by National Association of Women Business Owners, (NAWBO), 1998 and was named Small Business Administration (SBA) Volunteer of the Year for the State of Florida, 1998. Her Doctoral Dissertation is Entrepreneurship Education in Community Colleges - The New Frontier.