

- Leadership
- Innovation
- Advocacy
- Development



## The Academic, Student and Community Development Commission Report

As affiliate council to the American Association of Community Colleges, a member of NCIA's executive committee is appointed to the Academic, Student and Community Development Commission. Maryrose Eannace attended the ASCD meeting on May 8th in Chicago, during the AACC's spring conference. Following is Dr. Eannace's report to members:

The meeting, chaired by Waubensee Community College President Christine Sobek and co-chaired by River Valley Community College President Alicia B. Harvey-Smith, was engaging and full of information on current issues challenging our colleges.

- The USDOE sent a panel from the Office of Career, Technical and Adult Education that included representatives—Mark Mitsui, DAS for OCTAE; Kim Ford, DAS for Management and Planning; and Erin Berg, Community College Program Specialist. OCTAE has and is in the process of developing a robust website that includes a student 'one-stop' on student Federal issues, interagency community college resources, scholarships, internships, study abroad and career search tools, and, coming soon—a community resource site that will feature such assistance as SNAP, how to locate the nearest food bank, and more. There is also a faculty development page and a resource for minority-serving community colleges that features best practices. More is under development. [www.ed.gov/communitycollege](http://www.ed.gov/communitycollege)
- David Baime, AACC's SVP for Government Relations and Policy Analysis reported on a number of initiatives, discussions and bills on the Hill.
  - \* Year-round Pell has been proposed and is likely to go from 12 to 15 credits. There is a proposal that would provide a 'bonus' of \$300 for students who carried the 15 credit load, although this is unlikely to go in this session. There is a pilot for Pell grants for prisoners with over 200 applications; the awardees had not yet been announced at the time of the Commission meeting.
  - \* IPEDS will soon reflect part-time students with three new cohorts—maybe by Fall. 6 year and 8 year cohorts are expected to be added which will help with part-time students.

*ASCD Report continued on page 5.*

### Nominate your Chief Academic Officer for our National Competition

Recognize and celebrate the exceptional work of your CAO by nominating her/him for the annual NCIA competition. The winner will receive one of the following awards:

*The Chief Academic Officer of the Year*  
*The Emerging Chief Academic Officer*

The award winners and their institutions will be recognized at the NCIA Workshop for Aspiring CAOs in Lincoln, NE in July, 2016, their success will be highlighted on the front page of the NCIA Newsletter, a press release will be shared with the winners' community, and placed in the Community College News Times and AACC website.



Information and criteria can be found at: <http://cehs.unl.edu/ncia/chief-academic-officer-year-awards/>

Email applications to [ncia@unl.edu](mailto:ncia@unl.edu) by May 16, 2016

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# CONGRATULATIONS !



## Harper College wins the 2016 Leah Meyer Austin Award

The 2016 Leah Meyer Austin Award, recognizes one Achieving the Dream institution that demonstrates outstanding achievement in creating policies, practices and a culture of equity and excellence in support of student success. This year's award recipient is NCIA member institution, Harper College in Palatine, Illinois. "Harper College's willingness to make sweeping changes in its operations and culture have led to substantial improvements in student success," said Achieving the Dream President and CEO Dr. Karen A. Stout. "Harper's achievements show what is possible at community colleges all across the country." The award comes with a \$25,000 prize to support Harper's ongoing student success efforts.

Full article at: <http://goforward.harpercollege.edu/about/news/archives/2016/posts/022416.php>

## A Pathway to VP and Lessons along the Way

**By Maryrose Eannace  
Treasurer, NCIA**

Last semester, I had the opportunity to chat with Monroe Community College's new Provost and VP, Academic Services, Dr. Andrea Wade. Following is part of our Q&A:

*In a famous 2005 commencement speech at Stanford, Apple Computer founder Steve Jobs described the futility of trying to plan your life path, saying "you can't connect the dots looking forward; you can only connect them looking backward. So you have to trust that the dots will somehow connect in your future."*

My professional pathway in Higher Education began when I was a graduate student; I answered an advertisement to teach an evening course at Indiana University at South Bend. My initial motivation was simply to supplement my graduate student stipend, but the experience ended up opening up a new world for me. I really enjoyed being in the classroom and that connecting with students and helping them engage in learning was powerful and positive. After finishing my Ph.D., I accepted a position at St. Mary's College. This was a great opportunity to learn "on the fly," teaching multiple courses in a very supportive department where the faculty members were generous in helping me develop my teaching and administrative skills.



**Andrea Wade, Ph.D.  
Provost and AVP**

*Pathway to VP continued on page 5*



# Crystal Ball

## The Landscape of Higher Education

My daughter Cady (named after Elizabeth Cady Stanton so she has something to live up to) turned 8 this past March. In ten years, she will be 18 and headed off to college. Ten years sounds like a long time but, as parents know, ten years goes fast. In the world of academia, ten years will also go fast – faster than we think. What will the higher education landscape look like in ten years? How can we position ourselves as colleges and universities for the changes to come? The short answer is that we don't know. But we can consider the possibilities and approach the change proactively rather than just responding to the shifting landscape.

It goes without saying that technology is changing faster than ever. The impact of those changes are difficult to adjust to much less be in front of with respect to students, education and the world of academia. Perhaps some could have predicted (and some did) how students (and faculty and staff for that matter) interact with technology and their environment. At JCCC, we have struggled not only with questions of computer labs, wireless networks (access and security issues abound) and more charging stations but also with designing the classroom of the 21st century. Do we provide computers (chromebooks, surfaces, etc) or do we assume a BYOD (bring your own device) mentality? That has implications for being “device agnostic” which in turn impacts almost every other decision we make.

But it is not just technology. In Kansas, over the last two years, several issues have arisen that have altered the landscape. From the legislature, changes in due process protection have generated discussions about how to proceed in a world without statutory protections. As you may have heard, in 2017, Kansas will also allow concealed carry on college and university campuses which has also rocked the academic culture as faculty respond to such a shift. Recent changes in federal financial aid will affect student pathways with regard to which class students can take as part of the College experience. ACT's decision to drop COMPASS has altered the discussion regarding developmental education pathways. At JCCC, we are grappling with issues associated with Prior Learning Assessment and other forms of competency-based learning. I have not even mentioned online learning, Higher Learning Commission, Title IX, and, of course, declining enrollment. While it is a cliché, the one thing we can be sure of is that change will occur. How much? What form will it take? How will it impact students, faculty and staff and the landscape of higher education in general? We don't know for sure. What we can do is to keep the landscape in mind as these changes arise. Bill Gates once said, “We always overestimate the change that will occur in the next two years and underestimate the change that will occur in the next ten. Don't let yourself be lulled into inaction.” That last thought is the most important. We must be ready to address and even leverage these changes. As keepers of the American higher education legacy, we need to be proactive rather than reactive. While I don't know what the College experience will be like for my daughter, I am quite sure it will be different than mine and different from the students of today. Faculty, administration, students and communities should collaborate, discuss and prototype ideas to create an evolving College experience for students and faculty of all ages. Evolution and change might feel risky, but we don't have the luxury of waiting until our landscape settles around us. The future is now, and it is our responsibility to take the time to consider, dream, and act.



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## R&B Corner (Research&Books)

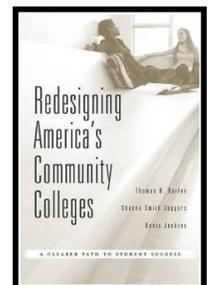
**By Shawn Powell, At-Large Representative**  
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Bailey, T. R., Smith Jaggars, S., & Jenkins, D. (2015). *Redesigning America's community colleges: A clearer path to student success*. Cambridge, Massachusetts: Harvard University Press.

*Redesigning America's Community Colleges* was written with the explicit purpose of providing a “clearer path to student success”. This 286 page book contains the following six chapters: redesigning college programs, guiding students, rethinking student instruction, helping underprepared students, engaging faculty and staff, and the economics of college redesign. These chapters provide numerous research based ideas that can be implemented by community colleges to improve the opportunities for students to stay in school and earn a degree or certificate. The authors provide examples of community colleges that have successfully implemented changes that resulted in increases in student adjustment to college and in learning.

One example of the usefulness of this book is evident in the authors' description of colleges that offer too many choices with little guidance provided to students in choosing courses that will assist them reach their goals. Using a case study approach the text illustrates how a community college undertook college wide improvement efforts to “redesign programs and supports in ways that help students more easily navigate college and achieve their goals” (p. 43). These redesign efforts involved faculty members from various departments in developing program pathways for the college's largest program areas. The pathways integrated the college's learning outcomes, satisfied general education requirements, and increased the percentage of courses that would be accepted by transfer institutions.

This text is a tremendous resource for Instructional Administrators to use in guiding discussions about various initiatives that could be incorporated on their campuses to increase student learning. The authors' inclusion of numerous applications of how college redesign efforts were successfully implemented increases the value of this work. This book can serve as a guide to assist colleges make their operations more efficient in supporting student learning.



## Workshop for Aspiring CAO's

July 15 & 16, 2016

Registration is open for NCIA's workshop focused on instructional administrative professionals who aspire to be a Chief Academic Officer! This year's workshop promises to be our best yet, and will include:

- Question & Answer session with panel of current Community College Presidents;
- Question & Answer session with panel of current Chief Academic Officers;
- Individual time with President & CEO of The Pauly Group, to critique Résumé & cover letter;
- Four successive sessions on the application & interview process, the right fit, mock interviews, etc.;
- Special session dedicated to locating resources for your institution, and
- Networking opportunities

Don't miss this opportunity to ask questions, network with Presidents and CAOs as well as other instructional administrators from around the Country.

[Click here for Workshop Schedule and Application](#)

### Registration costs:

\$300 for NCIA Members

\$550 for non-NCIA Members (which includes a one year membership)

*Please make checks payable to:* National Council of Instructional Administrators

### Mail to:

Department of Educational Administration

University of Nebraska – Lincoln

c/o NCIA

141 Teachers Hall

Lincoln, NE 68588-0359

If you prefer to pay by credit card, please contact Diane at 402-472-3727

### Hotel Information:

Chase Suites

200 S. 68<sup>th</sup> St. Place

Lincoln, NE 68510

[www.chasesuitehotels.com](http://www.chasesuitehotels.com)

Ph. 888-433-6183 or 402-483-4900

Email [rswaink@chasesuitehotels.com](mailto:rswaink@chasesuitehotels.com)

Rate: \$79 per night plus tax (Rooms are suites with kitchenettes)

*Mention NCIA Workshop for the special rate!*



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An affiliated council of



*ASCD Report Continued...*

- Tom Green, Associate Executive Director, AACRAO , addressed the Commission on transcript issues that are being driven by accreditation considerations. As students and graduates use LinkedIn and other resources to interface with potential employers and as such issues as micro-credentialing, badges, experiential learning are gaining currency, how do colleges create a transcript that evidences learning?
- \* Lumina has invested \$1.56M to accelerate the creation of a comprehensive student record. The charge is to create a framework for development of these records. The evolving direction raises multiple policy considerations for registrars, student affairs officers, & other higher ed professionals.
- The ASCD Commission has communicated to AACC leadership the need to further examine issues of shared governance, the reverse transcript, the role of faculty today, the Pathway Project and developmental education. It was also agreed that we need the courage to create the narrative to say “Start here-so that you don’t graduate with huge debt” as a part of telling the community college story.

*Pathway to VP Continued...*

When a family move brought me to New York State, I used my undergraduate degree to gain a position in a local hospital microbiology laboratory, eventually moving my way up the career ladder to become the Clinical Laboratory Manager. Students from the local Community College were placed in the lab for their clinical rotations, and I had regular conversations with the community college faculty about concepts that I thought would be helpful for students. When a faculty position as department coordinator opened up at the college, I accepted. I progressed through the faculty ranks to Professor and was eventually asked to assume a Dean position. Over the course of a few years, I was given additional campus responsibilities for Distance Education, Professional Development, and Adult Education in a combined role as Associate Vice President and Dean. All these experiences brought me to the point in my career where I believed that I had the experience and skills to bring value to another institution at the next level. Consistent with Steve Jobs’ observation, looking back at this trajectory, I appreciate how each experience helped prepare me for the next in ways I could not have anticipated.

• **What prepared you best for the new role?**

I was more prepared than I thought to address one of my initial concerns—moving to an institution more than three times as large as my previous college. When I made the move, I discovered what I thought might be a disadvantage was actually an unexpected benefit. At a smaller institution, administrators wear more “hats” and work in multiple functional roles across the institution which provided me a level of comfort and familiarity in diverse areas and a breadth of experience that translated well and provided credibility in the new, larger institution.

• **How did you approach learning about your new institution? Your new position?**

Believing that there is no substitute for time spent in dialogue and in learning through listening to different perspectives, I spent much of the first several weeks meeting and getting to know members of the faculty and staff. Their oral histories told me as much about the storytellers as they did about the organization. In addition, I read through the Strategic Plan, the policies and procedures, the labor contracts, the Self Study in progress, previous annual reports, and past minutes from some of the most critical campus groups and committees, including the Faculty Senate and Board of Trustees. I attended a prospective student orientation session and sat in on as much of new faculty orientation as my schedule allowed. I developed a schedule to systematically attend at least one meeting of each academic department during the first few months, as well as meeting with shared governance groups and leaders, union leadership, student services departments, and student government representatives.

• **What was the biggest challenge?**

Because I moved to a new institution to take this position, I left behind a network of professional relationships that had been developed over the course of eighteen years. I needed to begin again to build relationship “currency” and to earn the confidence and loyalty necessary to move the institution forward and to effect change. There is really no shortcut to the process of learning the strengths and challenges of each member of the faculty and staff, giving people the benefit of the doubt while also trusting one’s instincts. This includes becoming oriented to the institutional culture and to the symbols most important in a new college, while simultaneously looking for opportunities to begin to contribute positive changes to the culture.

• **Any insights on how to look for a “good fit” from when you were a candidate?**

Changing jobs provides new opportunities, but also comes at a price. For me, the cost of severing community ties needed to be counterbalanced with a meaningful opportunity to learn and grow, and especially to contribute in significant ways. It was equally important to find an executive team where I brought complementary skills and could work within a framework of shared values and vision.



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