

MASTER PLANNING

ENVIRONMENTAL SCANNING

Office of Institutional Research and Planning



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People hate change, and with good reason. Change makes us stupider, relatively speaking. Change adds new information to the universe; information that we don't know. Our knowledge—as a percentage of all the things that can be known—goes down a tick every time something changes.

And frankly, if we're talking about a percentage of the total knowledge in the universe, most of us aren't that many basis points superior to our furniture to begin with. I hate to wake up in the morning only to find that the intellectual gap between me and my credenza has narrowed. That's no way to start the day.

On the other hand, change is good for the people who are causing the change. They understand the new information that is being added to the universe. They grow smarter in comparison to the rest of us. This is reason enough to sabotage their efforts. I recommend sarcasm with a faint suggestion of threat.

Scott Adams from
The Dilbert Principle

ENVIRONMENTAL SCANNING

Trends from Naisbitt's Monthly Newsletter

1. Now the computer industry wants to make home computing simple and appealing enough for the average consumer. Despite all of the improvements made in computers over the years – or perhaps because of them – many people find computers hard to understand and use. Only one-third of U.S. households own them. Possibly the new personal computer would be a simpler device that controls entertainment equipment or automatically retrieves information from the Internet.
2. To make up for lost federal income, some public broadcasting stations are trying to make underwriting more attractive to corporations by offering 30-second commercials. “Back-end” sales of videotapes, books, CD-ROMs, and other products also make sponsorship attractive for companies.
3. Ten years ago the bottom fell out of the Texas oil boom. Today the Texas economy is healthy and growing, with a much more diversified mix of industries and businesses that should protect it from boom-and-bust cycles. At their peak, energy-related industries constituted 27 percent of the Texas economy. Now they're somewhere about 7 percent, and being passed by the state's fast-growing high-tech sector.
4. Even before the recent “mad cow disease” crisis, beef consumption was trending down in Western Europe and the United States because of general health concerns. The beef industry has seen a 28% decrease in consumption since 1976. At the same time, naturally bred beef has been growing dramatically in popularity. Thanks to this crisis, these trends will now accelerate.
5. Satellite television, broadcast direct to the home, has been around for some time. The original version never succeeded because of its high cost and huge receiving dishes. Now, however the introduction of more affordable services, along with dishes only 18 inches in diameter, has helped the idea take off. However all services (similar to cable programming) clearly aim for a mostly upscale market.
6. The FBI says crime has decreased four years in a row. But Americans don't believe crime is really going down. Half of shoppers in a recent poll said they are afraid to shop at night. In the same poll, 71 percent found “nothing” to make them feel safer, 77 percent expect crime to get worse in the future. This perception is based upon the influence of the media and the larger proportion of middle-aged people (baby boomers) and most crimes are committed against middle-aged people. There has been a sharp increase in youth violence and the children of the baby boomers have yet to make their mark. Today we spend almost as much money on crime control as the Pentagon spends on defense, and the “Prison-Industrial Complex” has a vested interest in expanding no matter which way crime rates are headed.
7. Outsourcing is a rapidly spreading trend in companies eager to reduce costs. Large companies find outsourcing can save an average of 10 percent to 15 percent in costs. Companies are focusing more on their core functions.
8. Buying and selling stocks on-line is no longer a fad. Investors increasingly see computer trading as a fast and productive way to stay on top on their portfolios.
9. New Zealand may be small as nations go, but economically it has become “the mouse that roared,” gaining the world's attention and respect. Today New Zealand ranks as the world's third most competitive country, just behind Singapore and Hong Kong but ahead of the United States. In New Zealand, agricultural subsidies and import controls were eliminated, tariffs slashed. Financial markets were deregulated, controls eliminated. The tax base was broadened while top rates were slashed. The results? Sustained growth – 18.9 percent in the four years since June 1991. Inflation limited to 2 percent or less. Falling unemployment. Declining public debt and growing federal budget surpluses. In 1990, 99 percent of the nation's firms were focusing on their existing markets; by 1994, 55 percent were expanding into new markets. New Zealand's post office is probably the only one in the world to reduce the cost of first class postage.

American Demographics

In the next decade, 39 million workers will enter the U.S. work force; one third will be minorities. There is a projected decline in the participation of men in almost all age groups and absolute declines in the number of working men aged 25 to 44.

Seventy percent of juveniles in state reform institutions grew up with one or neither parent.

Only one-third of Americans are religious, and fewer than 40 percent attend church. The share of Americans attending religious services has varied little in the past 50 years.

Outsourcing is one of the hottest branches of the labor force. Contingent workers enjoy variety and flexibility, but they usually get lower earnings and benefits. Child care is the top concern for women contingent workers.

The Index of Well-Being incorporates data from five broad subject areas: income and employment opportunity, productivity and technology, leisure, consumer attitudes, and social and physical environment. This index was developed by American Demographics to get a quantitative fix on the essentially intangible quality of life.

The care and feeding of one million American prisoners is a big business. Privately managed prison beds are increasing about 35 percent a year, and the demographics of inmates are changing rapidly. More prisoners are women or elderly, and have drug problems, AIDS or other chronic health conditions. About 26 percent are in prison for drug offenses. Nearly 600,000 juveniles were under some type of correctional supervision in 1991; of these, 17 percent in some detention facility.

Since 1600, the human population has increased from about half a billion to nearly 6 billion. The increase in the last decade of the 20th century exceeds the total population of 1600. How many people can the earth support? The estimates range from 1 billion to 1 trillion. The answer depends on what people want out of life.

In April 1996, the U.S. population reached an estimated 264,762,649. Natural increase added 119,100 people in that month, while net immigration added 61,320. About 6,014 new Americans arrived each day.

Illiteracy costs U.S. businesses about \$225 billion a year in lost productivity. The costs stem from employee

mistakes, injuries, absenteeism, tardiness, and missed opportunities. Most employers admit there is a problem, but not in their firm.

Kappan

School Reform in the Information Age - Howard Mehlinger

The exact shape of future schools is unclear; schools will be unable to resist the new technology. And they will be profoundly changed thereby. The likelihood of success for the educational technology revolution cannot be judged in the same way as chances for the success of other educational innovations. First, the movement is driven by teachers rather than by outside experts. Second, teachers are not required to use the technology in prescribed ways; they use it as they choose or reject it if they wish. Third, their students are eager to use technology, and parents want their children to have access to technology. Fourth, once teachers have overcome their initial concern about feeling stupid while they learn to use a new tool, they find themselves using technology in various instructional situations.

Turning Systemic Thinking on Its Head - Michael Fullan

The lesson of systemic reform is to look for those strategies that are most likely to mobilize large numbers of people in new directions. There is an overwhelming amount of evidence that educational change is inherently, endemically, and ineluctably non-linear. This means that the most systemically sophisticated plan imaginable will unfold in a nonlinear, broken-front, back-and-forth manner. It will be fragmented. I suggest that we avoid being preoccupied with orchestrating the coherence of the system, that we realize the fundamental limitations of this line of thinking, and that we take different strategic actions. The author suggests 1) develop protocols to assess objective alignment of policies and procedures, 2) do assessment of what students are learning, 3) gather data on proxy measures (e.g. staff development, quality of product and problem sharing, etc.), 4) looking at the cultures and structures in the school that favor such things as increase in collaboration, radical new uses of time, the level of respect of teachers, and 5) getting a fix on how well teachers understand the new things they are expected and are wanting to do.

Reform of and as Professional Development - Gary Sykes

Educators are beginning to turn their creativity toward teacher learning and to develop promising new practices. Two judgments frame the contemporary concern for the professional development of teachers. The first reckons that teacher learning must be the heart of any effort to improve education in our society. Better learning for more children ultimately relies on teachers. The author refers to the concept of "stance" identified by Deborah Ball of Michigan State University; the concept of a professional development stance of inquiry is well suited to the uncertainties of changing practice in teaching. Within this stance, teachers engage in invention, trial, exploration, and discovery. Professional development resources that embrace such uncertainties include dialogue and critique within professional communities; experiments with new materials; and practices of writing, videotaping, and peer observation.

The Baccalaureate Game: Is It Right for All Teens? - Kenneth Gray

There is cause to worry about those who are not the academically talented, who do not graduate from high school academically prepared: the academic middle of any high school graduating class. Most of these are seriously adrift. But the fault is not theirs. They have been told by parents and teachers that their generation has only "one way to win" in the game of life: namely to get a four-year degree. Most of the middle group who attempt this will fail. About one third who are successful will end up in jobs that they could have had without the degree. The financial and human cost of this folly is staggering. This middle group has alternatives, including higher education at the certificate or associate's degree level.

The New Vocationalism: What It Is, What It Could Be - Norton Grubb

The development of integrated instruction organized around broadly defined occupations - or a combination of occupations, social problems, and other engaging topics - provides the opportunity to create heterogeneous forms of schooling that are "separate but equal." The pressure for an educated workforce and the related education reforms are related to demands for action that are quite different to earlier reform movements. Indeed the division of labor and the advent of Taylorism around the turn of the century reinforced the separa-

tion of management and execution, of the academic and the vocational. But current trends in employment seek to undo this pattern. The business community has during the past decade decried "narrow vocationalism" and called for workers with higher-order thinking skills, communication skills, problem-solving abilities, and greater independence.

Change

Double Visions: Paradigms in Balance or Collision?

Higher education is undergoing a major transformation in which information technology is playing a growing role—perhaps several roles. Two of roles are: improving institutional productivity and extending access to education, and enhancing or changing teaching and learning, along with extending content.

Making the Most of a Slow Revolution - Steven Gilbert

Obstacles to Improving Teaching and Learning with Information Technology: 1) limited and uneven access to equipment, software, and support services; 2) fragmented institutional planning: thinking institutional plans can focus on technology instead of teaching/learning; 3) fragmented support services; 4) distrust and poor communication among board, administrative leadership, faculty, computing professionals, and staff; 5) "anybody, anytime, anywhere: a misleading educational banner; 6) understanding the difficulty of faculty adoption of new combinations; 7) lack of easily available information about "good practice"; and difficulty of understanding and obtaining legal use of intellectual property.

How to avoid the CRISIS, LURCH, CRISIS, LURCH, CRISIS, LURCH pattern. Ask fundamental questions; future vision; permanent change; use judgment; resist reductionism; reject dichotomies; develop new guidelines quickly; develop new policies slowly; develop institution-wide collaboration to improve teaching and learning.

Collaborative learning with groupware is an important combination with exciting potential. Software is being developed to provide tools that facilitate collaborative work among groups of people through access to a set of networked computers.

Assessment Update

Postsecondary Assessment Needs: Implications for State Policy - Joe Steele

Neither colleges or external agencies appear aware of the necessity to provide structures and funding to reward and sustain change efforts. Some conclusions from research on outcomes assessment: first, results have been disappointing; second, past efforts at assessing and improving programs have provided little evidence of effectiveness in developing general skills essential for college graduates.

Bulletin – of the American Association of Higher Education

Persistent Problems in Evaluating College Teaching - W. J. McKeachie and Matthew Kaplan

Student ratings of teaching should encourage students to think about their educational experiences - to develop clearer conceptions of the kinds of teaching and educational experiences that contribute most to their learning. Faculty also need to be taught how to use portfolio development to improve their teaching.

The Search for the Next-Century Learning - John Abbott

Leaders in Britain know our future as a society depends on the best work of educators. But, after a decade of formal education reform, they still observe far too many young people failing to acquire in school the skills, attitudes, and expertise they - and we - need for the future. Those leaders are looking for the following in college graduates: creativity, enterprise, purposefulness, a good sense of community responsibility, and collaborative work.

Transforming Assessment - Thomas Angelo

In trying to assess learning without first agreeing upon clear standards, we've been starting our efforts in the middle, not at the logical beginning. And it hasn't worked. Without clearly defined standards, and related criteria and indicators, it's unlikely that our assessment efforts can or ever will lead to any significant improvement in learning quality. Much can be learned from the K-12 standards movement, as well as higher education abroad. Assessment's influence has been limited by a lack of shared purpose and political will.

What Research Says about Improving Undergraduate Education

Attributes of Quality Undergraduate Education

Quality begins with an organizational culture that values:

1. High expectations
2. Respect for diverse talents and learning styles
3. Emphasis on early years of study

A quality curriculum requires

4. Coherence in learning
5. Synthesizing experiences
6. Ongoing practice of learned skills
7. Integrating education and experience

Quality instruction builds in:

8. Active learning
9. Assessment and prompt feedback
10. Collaboration
11. Adequate time on task
12. Out-of-class contact with faculty

Thinking K-16 - American Association of Higher Education

The national and state-by-state data on student achievement patterns show we are doing poorly at the moment, especially with minority and poor young people. The data does show where improvements can occur: strong curricula delivered by teachers prepared to help their students succeed.

Educational Leadership

Neverstreaming: Preventing Learning Disabilities - Robert Slavin

Students fare better when they succeed the first time they are taught, thereby avoiding both special education and mainstreaming. We call this neverstreaming. Neverstreaming is the implementation of prevention and early intervention programs powerful enough to ensure virtually every child is successful in the first place. Johns Hopkins University's Center for Research on the Education of Students Placed at Risk (CRESPAR) is implementing the program in more than 300 schools in 70 districts in 24 states. The focus is on prevention and intensive intervention for children in preschool through 6th grade. The programs emphasize cooperative learning and maintains a balance among phonics, children's literature, creative writing, and home reading. These programs are backed up by 1) intensive professional development, 2) a full-time building facilitator to help teachers continue to improve their instructional strategies, 3) a curriculum-based assessment program to monitor student progress and identify children in need of additional help, and 4) a strong parent involvement program.

The Quiet Revolution: Rethinking Teacher Development - Linda Darling-Hammond

The teaching profession has begun to engage in serious standard-setting that reflects a growing knowledge base and a growing consensus about what teachers should know and be able to do to help all students learn according to challenging new standards. Most states have launched efforts to restructure schools and to invest in greater teacher knowledge. Waves of attempts to reform schools over the past 70 years are killed because of an underinvestment in teacher knowledge and school capacity.

How Teamwork Transformed a Neighborhood - Martie Lubetkin

Pio Pico Elementary School is an almost five-year-old school located in a barrio in the center of Santa Ana, California. Nearly every family lives below the poverty level. Most of the adults have had fewer than four years of schooling, and most families double up in overcrowded apartments. In most households, both parents work, usually for less than the minimum wage. The principal, faculty, and families reached out to one another and to the community. A safety committee became active and worked with police to get drug dealers out of the community. The committee eventually expanded into a Neighborhood Association made up of representatives from each building in the area: the apartment owner, the apartment manager, and a member of a family with children at Pio Pico. The principal served as facilitator. Community clean-up activities were initiated with school, family, and community participants. Other activities, especially partnerships, developed: with the Boys' and Girls' Club, the Santa Ana Police Department, and a group of Korean-American entrepreneurs. The school boasts of 85 percent parent attendance at PTA meetings, and 99 percent attendance at parent-teacher conferences.

Creating a Learner's Bill of Rights - Vermont's Town Meeting Approach - Steven Gross

By opening the curriculum planning process to the public, Vermont has crafted a powerful vision what the state and its citizens believe are essential for today's students. A focus forum process has been used to ask about learning needs. Three questions were asked of forum participants. First, what skills, knowledge or abilities will all learners need to be successful in the 21st century? Second, what programs do you know, either here or elsewhere, that are in harmony with the ideas you just invented? Third, what one concrete activity can the school, local businesses, and the com-

munity undertake right now? As information came from the various forums to the Common Core committee, four major themes developed: communications (e.g. listens actively), reasoning and problem solving (e.g. can apply logical strategies); personal development (e.g. demonstrates the skills necessary to participate in the workplace); and social responsibility (e.g. understands how change occurs, how to create it, and how to deal with it successfully).

Innovation Abstracts

Educating the Educators: Key to Instructional Transformation - Anita Polk-Conley - Chattanooga State Technical College, TN

The continuous and appropriate use of technology in mathematics classroom is all but absent, or at best, hit or miss. The focus of the article is on the use of a graphing calculator. Some key elements for the successful implementation of graphing calculators in developmental mathematics classrooms: high percentage of involvement by full-time faculty; mandatory workshop attendance for part-time faculty; incentives: calculators and food; well-organized workshops and materials; and holding workshops on Saturdays and evenings.

The Westark Experience: Orientation for a Small Price - Beverlee McClure, Westark Community College, AR

The Westark Experience is a non-mandatory well-marketed orientation experience. Each group of 25 freshmen is led by two trained student leaders. These leaders are volunteers selected through applications, faculty recommendations, and individual interviews. The program is advertised as a conference rather than a class. It is offered in two four-sections, each held during the week immediately preceding the beginning of regular classes. The conference is offered for one credit. Students rotate through three different 50 minute workshops. The workshop offerings are based on successful student courses throughout the nation. Topics covered are: Find Your Place in the World; The Time of Your Life; How to Eat with a Fork Because in College You Won't Be Spoon-Fed; etc. When participating students were tracked for a period of two years, data indicated that the participating students had higher grade point averages and dropped fewer credit hours than did non-participating students. These data have helped the college obtain additional funding for scholarships and conference materials.

Overcoming Roadblocks to Learning Math - Nancy Dorff-Pennea, Palm Beach Community College, FL

Students are asked to write a paper or present a problem that occurred, or might occur, in real life and solve it algebraically — such as a uniform motion problem. Another strategy used is asking students to pick four homework problems for a chapter just completed, show how they were solved, and describe the skills (learned in an earlier chapter) that were required to complete the problem. A third activity is a weekly group quiz, usually four questions from the homework, including topics covered since the last quiz.

Designing Content-Related Classroom Humor - Edwin Thall, University of Akron-Wayne College, OH

Early institutions of higher education, a product of the Middle Ages, regarded humor as unscholarly. However studies show classroom humor increases student attentiveness, decreases class monotony, and leads to superior retention of material. Examples related to chemistry: using a rigged card deck to demonstrate entropy; anecdotes about why a certain chemical law was named in a certain way; colorful expressions like “you are about to eat from the tree of knowledge and shortly will lose your innocence.”

The Honors Symposium - Ivan Lorentzen, Flathead Community College, MT

A symposium usually limited to 40 honors students was modified and opened up to over 1000, including students, faculty, college staff, and members of the community. The theme chosen for the most recent symposium was: Tolerance and Intolerance. A book, *Night*, by Elie Wiesel was chosen. Faculty were encouraged to use the book creatively in the courses they were currently teaching. An 11-part evening lecture series was set up. A month-long film festival was organized. Finally, a day-long conference was developed: five activities were in progress simultaneously: lectures, videos, art and music presentations, a poster series was displayed, and students read papers.

Student-Centered Composition - Ed Hara, Oakland Community College, MI

The author describes a contemporary writing classroom that is student-centered, is an informal writing workshop, challenges tradition, conformity, and popular expectations to try to achieve a higher level of student literacy.

Leadership Abstracts

Community College Leadership in the New Century - Gunder Myran, Tony Zeiss, and Linda Howdashedell - Washtenaw Community College, MI; Central Piedmont Community College, NC

The interaction of community-based and learner-based education will shape a powerful new definition of the community college. The old model of leadership is becoming increasingly dysfunctional. Developing and implementing a shared vision is one of the key instruments for dealing with rapid change. A compelling vision can allow faculty and staff break through the boundaries of their current thinking and discover future possibilities around which they can rally and to which they can commit inspired performance. Community college leadership will be learner-based. Everyone involved with the college, including the president and the board of trustees, will be learners and will work continuously to improve learning.

Update - Newsletter of the Association for Supervision and Curriculum Development

Keeping Native Languages Alive

If schools and teachers don't help students maintain their first language, they, in effect, tell these students that they aren't valued. Foreign language educators should call upon the linguistic abilities of community members to better serve students.

Student Exhibitions Put Higher-Order Skills to the Test

Public performances are a fact of life for students involved in music and sports. Few schools, however, require students to demonstrate before an audience what they've learned in the academic realm. Some of these schools will pose to students a research question and then have them respond in writing, orally and visually. There are implications for instructors. They will have to spend as much time teaching research and analytical skills as they do teaching content. Teachers have a coaching role that includes making clear to the students the standards for an exhibition in terms of quality and content.

Geography's Renaissance: Restoring Earth to the K-12 Curriculum - Kathy Checkley

After decades of being almost invisible in the K-12 curriculum, geography is making a comeback in U.S. schools. Much of the muscle behind the growing crusade was the National Geographic Society. In 1985, the Society launched the Geography Education Program and charged with building a national alliance of geography educators.

The Teaching Professor

Whose responsibility is it to assist the poorly prepared students. Some faculty say they have no responsibility. Standards must be kept; the degree must mean something. Some faculty say that the institution has some responsibility, but there is no individual responsibility. Faculty will send students in need to developmental courses, tutors, and other intellectual care centers to heal their learning problems. And there are some faculty who say they as individuals will accept the responsibility to help the students develop the skills they need to succeed in college. All three views are appropriate and need to be integrated.

Lessons from 10 Exemplary Faculty

Guiding principles from interviews of ten outstanding faculty:

1. A life centered on concerns (value-enriched ideas)
2. A commitment to teaching
3. A sense that teaching and research are interdependent
4. Self-improvement as a way of life
5. The seizing of opportunities
6. A long-term view and persistence
7. The avoidance of politics and gossip
8. Generosity of ideas
9. Respect, sincerity, and caring toward others
10. A view of the vocation as an avocation.

A Statement of My Teaching Philosophy - Helen Pyke, Southern College, TN

While I feel confident that I know how to write and how to teach, I am also aware that my best means of transferring what I know to my students is to respect their present skills and wisdom and work with them more as I would colleagues than as an authority figure telling them how to do everything.

First-Year Students: 95-96 Model

From the UCLA Higher Education Research Institute survey: the proportion of first-year students who report doing six or more hours of homework a week dropped

to 35 % from 44 % in 1987. A record 34 % indicated that they were frequently bored in class.

Faculty Development: Alive but Not Very Well

A survey of American Association of University Professors chapter presidents showed 71% of at least three of the following were supported by their institutions: travel, research, consultant-led workshops, faculty-led workshops, development personnel/mentors, and equipment/office space/supplies. Two-thirds of the respondents indicated that funding was stagnant or decreasing. Fewer than half had someone to coordinate development programs, more often an administrator, not a faculty member.

Steps Toward Becoming a Self-Directed Learner

Many current educational practices in public schools and universities, however, do more to perpetuate dependency than to create self direction. Gerald Grow proposes a model that moves students from dependency to autonomy.

Stage One: dependent learners, teachers who coach

Stage Two: interested learners, teachers who motivate and guide

Stage Three: involved learners, teachers who facilitate

Stage Four: self-directed learners, teachers who consult

Students Expectations of Professors

The "A" Professor

- are able to prepare very well-organized syllabi and follow them
- enthusiastic about teaching
- answers questions clearly; clear homework assignments
- up to date with new information
- gives out assignments regularly for reinforcement; assesses them promptly with appropriate comments
- has a sense of humor
- fair treatment of students

The "C" Professor

- do not prepare lectures well; do not have syllabi to follow
- do not show a strong commitment toward the class
- lectures leaving the students feeling lost
- not up to date in their field of study
- gives minimal assignments; do not grade the assignments for weeks after
- present material in monotone or boring manner
- not necessarily fair in treating students

The Crisis in American Education - Motorola

Characteristics of An Effective School

- Strong instructional leadership - the principal
- A clear, focused mission shared by the principal, teachers, staff, school board, and parents
- A school climate that allows for high expectations of all students
- Consistent and frequent monitoring of student progress
- A stable, orderly, and safe school environment

The American Teacher: Students Voice Their Opinions On Violence, Social Tension, and Equality Among Teens - Metropolitan Life Survey

2,524 questionnaires were completed by public school students in grades seven through twelve throughout all states in the continental U.S.

A large proportion of students (43 %) say that in their school only some students get along with one another. A somewhat larger proportion (50%) say that most students get along with one another.

Students who give their teachers high marks on treating them with respect and caring about their futures, report better social relations at school than do students who give their teachers low marks.

Students who feel their teachers do an effective job of teaching them how to be more tolerant of others who are different from themselves, are much more likely to get along better with one another.

Only 1 in 5 (19%) students nationally say that students from different economic backgrounds get along very well in their school.

About 1 in four students nationally report having very serious problems in their school with: hostile or threatening remarks, physical fights, turf battles, gang violence.

From 1993 to 1994, the percent reporting an increase in violence from the previous year rose from 15% to 24%, but then dropped to 21% in 1996.

Less than a majority of students feel very confident that young people from different economic and different racial/ethnic and religious backgrounds are treated equally by adults in their community.

One in four (24%) say it is very likely that a person like themselves would be treated fairly by police if they were a suspect in a crime.

The Quality Observer

A Higher Standard of Quality in the '90s - Council on Competitiveness

While there is no fixed definition of quality in the United States, several factors are widely accepted as central to a successful quality program: customer satisfaction, executive-level leadership, and employee involvement. The goal is to create a learning organization that is constantly seeking ever-higher levels of excellence. Hospitals, schools, government, and non-profit organizations can all become more competitive and effective in meeting their objectives by applying the quality principles traditionally applied in manufacturing organizations. University research has not kept pace with the quality movement. Only a fraction have engaged in research on quality or incorporated quality into their curriculums. Universities have been even slower to incorporate quality practices into the operation of schools. For many universities, quality is a foreign concept and few models exist in higher education for other schools to follow. Yet just as business-driven quality programs can increase customer satisfaction, quality practices can help universities meet the needs of their students and staff more effectively, while lowering costs.

Catalyst - Voices of Chicago School Reform

Alternative Schools: Will They Meet Expectations? - Lorraine Forte

Ada McKinley Community Services opened its new alternative schools in mid-February. The six schools offers programs for dropouts and disruptive youth. This initiative has been applauded as a long-overdue attempt to give dropouts a second chance and make regular schools safer by shipping out troublemakers.

4 Schools, 5 Years: One Family's Moving Story

That's how many times a mother transferred her children to escape random shootings, break-ins, and environments that fueled her drug addiction. A story unfolds about the moves and the impact it had on the children's behavior and the eventual cooperative pact

between the family and one of the schools to provide support and direction for the education and good behavior of the children.

Books Dealing with Trends and Change

Bold New World: The Essential Road Map to the Twenty-First Century - William Knoke

The author takes a view of the universe as a world not of three dimensions, not four. He sees this view as explaining better the so-called information revolution, mass migration, global pollution, global terrorism, mass media, the rise of Islamic fundamentalism, splintering families, degraded ethics, even major shifts on how wealth is created.

We all know that we live in a time of flux. Cities all over the planet are awash in waves of newly arrived immigrants; we read of nations cracking apart. Our corporate giants trip and fall; our economy and political organizations are effectively out of control. We are in a shift into an "Age of Everything-Everywhere." We are on the threshold of one of those rare moments in history--that have happened only three times before--when all of the cards of power and wealth, of family and self, are being reshuffled and dealt anew. The implications are startling: nations as we know them are becoming anachronisms; terrorism will emerge with the upper hand; labor unions are doomed; religion will resurge around the world; world government is inevitable; large corporations will fragment; business strategies and economic theories need radical rethinking; and the labor skills of today are already irrelevant for tomorrow.

The author comments on five dimensions. Zero dimension: early ice-age nomadic tribes operated in a dot or zero dimension socially - minimal social interaction, maybe two or three related families together. Knowledge had little opportunity to accumulate and advance. First dimension: larger groups settled in permanent villages and began farming and herding. Through trade paths, ideas and knowledge were exchanged. Second dimension: the concept of landmass developed; people and roads were to be found in all directions. Land was to be controlled. Empires were born. Remote areas however reachable by narrow paths or even not at all. Ships and navigational tools supported the Age of Discovery which expanded the second dimension. Third dimension: man developed and built a flying machine powered by an engine. War, exploration and commerce stimulated the development of air and space travel. The first dimension lasted 5,000 years; the second for 500 years; and the third dimension has existed for only 50 years. The pace is accelerating, and humankind is about to make

yet another leap into the fourth, and perhaps final, fourth dimension.

Who becomes wealthy in these dimensions? It is those who directly use the new dimension, not those who supplied those direct users.

The author describes the Placeless Society: the awakening omnipresence that will make everything -- people, goods, resources, knowledge -- to be available anywhere, often instantaneously, with little regard for distance or place. This is the Fourth Dimension. While the promise of placelessness will attract ever more organizations to plunge headlong into these changes, it is a mistake to change to radically. Organizations should be seen as complex alliances of people, aided by tools to accomplish particular tasks. If individuals fail to grasp the usefulness of the new tools, the tools lose their potency.

To keep ahead of advancing technology, people entering the job market, will, on the average, change careers (not just jobs) three to four times during a lifetime. The trick will be to get into each particular specialization early enough to get the longest possible ride on each wave. Individuals will no longer undergo early-life education and then work, but will need lifelong education mingled with work.

The concept of products tied to a related service (service-prod) is considered as an important commodity for the next century. Organizations that understand the dynamics of service-prods are already stealing business away from thing-oriented manufacturing companies that do not.

A new organizational structure for the new century is called the "Amoeba Form", amorphous, changeable, and conforms in shape to its environment. It is built on the premise that people no longer need to be physically together, or under the same corporate umbrella, to work as a team. Under the Amoeba Form, our compensation will not be related to the number of hours worked but to the value of our work to the collective effort.

The countries that thrive in the twenty-first century will be those adapting their educational systems to the Placeless Society. People will need not only to solve problems, but also to define the problems to be solved. They will be self-motivated, adapt easily to teamwork, combine knowledge from multiple disciplines, and be conversant with electronic media as a source and medium of knowledge. Schools and libraries will change. The students themselves will become a database, exchanging ideas with peers around the world. The universe becomes a single classroom without

walls. Classroom teachers will still exist, since even in the Placeless Society, there is no substitute for the human touch. But they will act more as facilitators, making sure the student is working on the right material, and that progress is being made. They will challenge, guide, and bring students to their full potential as human beings, as individuals. Universities will not resemble today's institution. They will refit their sprawling campuses. They will partition lecture halls into smaller meeting rooms fitted with videoconferencing terminals, E-mail systems, and data base access. Basic laboratory work will be simulated electronically. With these changes, there will be more learning with less cost.

As society changes, it is comforting that much of what happens will be determined by us all. Placelessness favors democracy in that each person has access to information. The means exist to have one's opinions registered, thus, preempting tyranny. The collapse of organizational hierarchy empowers the individual, and distributes decision-making power to the people at large.

The Dilbert Principle - Scott Adams

The author, who is the creator of the Dilbert cartoon, did a survey to find out what management practices were annoying to employees. The choices included the usual suspects: Quality, Empowerment, Reengineering, and the like. But the number-one vote-getter in this highly unscientific survey was "Idiots Promoted to Management." While like the Peter principle, the Dilbert principle is that incompetent workers are promoted directly to management without ever passing through the temporary competence stage. I think we'd all like to return to the Golden Years when you had a boss who was once good at something.

The author gets many of his ideas through E-mail, the internet. He writes that no matter how absurd he makes the comic strip, he can't stay ahead of what people are experiencing in their own workplaces.

Over the years, businesses have developed a broad range of techniques that bring employees' self-esteem back into the "productive zone" without sacrificing happiness. The most important techniques of humiliation are: cubicles, hoteling, furniture, dress clothes, employee recognition programs, undervaluing employee contributions, and making them wait.

The great lies of management: employees are our most valuable asset; I have an open door policy; you could earn more money under the new plan; we're reorganizing to better serve our customers; the future is bright; we reward risk takers; performance will be rewarded;

we don't shoot the messenger; training is a high priority; I haven't heard any rumors; we'll review your performance in six months; our people are the best; your input is important to us.

If the employees in your company are a bunch of independent, antisocial psychopaths, you might need some team-building exercises. Team-building exercises come in many forms but they trace their roots back to the prison system. In your typical team-building exercise the employees are subjected to a variety of unpleasant situations until they become either a cohesive team or a ring of car jackers.

Any good leader operates under the assumption that the people being led are astonishingly gullible. This has proven to be fair assumption throughout history, as demonstrated by the fact that many leaders have not been assassinated.

Keep your people fresh, happy, and efficient. Set a target, then get out of the way. Let art happen. Sometimes idiots can accomplish wonderful things.

360° Feedback - Mark Edwards and Ann Ewen

The 360° feedback model differs substantially from the traditional single-source assessment completed by the supervisor. Supervisor-only appraisal typically occurs once a year with the express purpose of providing employees with an assessment of their work performance and management with information it needs for decisions on pay and promotions. The intent behind supervisory appraisals has not matched the results.

The 360° feedback process, also called multisource assessment, taps the collective wisdom of those who work most closely with the employee: supervisor, colleagues, subordinates, and possibly internal, and often external customers. The intent of this process is to support people and encourage their continued improvement through the use of high quality information. This process allows the process design to be created by those who use the system - employees and managers; ensures all participants are trained to provide and receive feedback; is assessed for effectiveness, fairness, accuracy, and validity by the users.

The Five Pillars of TQM: How to Make Total Quality Management Work for You - Bill Creech

The author identifies the five pillars to be: organization, product, process, leadership, and commitment.

Various surveys show that a mere 5 percent of American workers are organized into work teams. The author is convinced that the major reason for American's lack of competitiveness with the Japanese is that the team-based approach is widely practiced in Japan – and narrowly practiced in America. Centralism is a mindset of centralization and consolidation and is America's greatest handicap. Its precepts inescapably lead to organizing big, all in the name of economy and efficiency. But it produces neither. Organizational change is imperative, and the team approach is the most effective way to reorganize. Success in making such change depends on sensitive and focused leadership, a resource in short supply. That's because America's management practices turned to an ineffective form of managership over the past several decades that puts leadership in short supply.

Product is the focal point for organization purpose and achievement. Quality in the product is impossible without quality in the process. Quality in the process is impossible without the right organization. The right organization is meaningless without the proper leadership. Strong, bottom-up commitment is the support pillar for all the rest. Each pillar depends upon the other four, and if one is weak all are.

The negative attitudes and lackluster commitment of employees are being generated by the traditional American management style. Most managers are out of touch with the feelings and frustrations at the front of their organization. This is a centocracy trademark. To get to strengthening commitment, surveys show that inclusion is an aspiration of frontline workers that ranks alongside involvement and empowerment. In fact, it's the stepping-stone to the other two. There is even stronger evidence that psychic pay greatly outweighs monetary pay.

Guidelines for Organizational Greatness

1. Build your own approach, and its principles, on the five system pillars: product, process, organization, leadership, and commitment.
2. Firmly establish the character and culture of your organization.
3. Use a decentralized, interactive system that integrates all levels.
4. Organization is the central pillar.
5. Base the structural building blocks on small teams not big functions.
6. Orient employee focus and activity to their product, not their job.
7. Place the prime leadership focus on the outputs, not the inputs.
8. Keep score, assess, and provide timely feedback to one and all.
9. Know your marketplace inside and out and create strong customer linkage.
10. Provide a climate of quality which promotes pride and professionalism.
11. Base any and all decisions on the inseparability of cost and value.
12. Provide detailed, focused training to employees at every level.
13. Give high priority and pay great attention to the communication flow.
14. Work unceasingly to instill common purpose from the bottom to the top.
15. Build the commitment through genuine ownership, and shared success.
16. Above all, build your new management approach on all five pillars.