

The

Insider

A Publication for Employees of William Rainey Harper College

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Rx for Success: Say "I will."

"I will." Those two words mirror the spirit and presence that is Barbara Gardner Proctor, founder and sole owner of Proctor & Gardner Advertising, Inc., Chicago. During her keynote presentation during the Harper-sponsored Women's History Week celebration, Proctor said that it is her belief that without a mentor, without money or without love and support, all women can attain the goals they set for themselves.

Highlighting Black women in history, Ms. Proctor showed the motto in action: Harriet Tubman headed the underground railroad despite betrayal by her husband and her government; Rosa Parks took a seat on a bus and changed the world; Fannie Lou Hamer decided she was just sick and tired of being sick and tired and made an emotional appeal to seat the Mississippi Freedom Democratic Party at the 1964 Democratic Convention. All of them prefaced the decisions of their lives with the spirit of "I will."

"Mind-set keeps American women rooted in a second class citizenship," said Proctor. When we ask "Should I fly or stay rooted to the ground?" we must answer, "All that I need I already am" and have faith in ourselves to follow the avenues of our goals wherever they lead us.

The 1980s saw women, bow-tie in hand, run to the valley of corporate America, serving the Jolly Green Giant. But the '90s find many women reassessing their role and looking to other avenues for fulfillment and success.

"The '90s will provide leadership roles for those who aggressively compete," said Proctor. "And to compete—to get what we want—we must negotiate, risk and grow. We must do what we can so that we may act as equal partners with men—only then can we be the giant in the valley, the one with the power to say 'Ho! Ho! Ho!'"

Proctor was saluted by President Ronald Reagan in his 1984 State of the Union Address, when he referred to her as one of "the heroes of the eighties," and *United Airlines Magazine* called her "one of the most courageous people in the ad business, who is constantly tackling new challenges."

She is the recipient of numerous awards, citations and honors. She has been recognized by *Business Week* in its 100 Top Corporate Women of America and by the Smithsonian Institution Hall of Fame. Proctor received a B.A. in English literature/secondary education and a B.A. in sociology/psychology from Talladega College in Talladega, Alabama.

-Joellen Freeding

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The President's Message

"The crisis of the common school, the American public school, is that all too commonly it fails to educate. By almost every measure, the nation's schools are mired in mediocrity—and most Americans know it." This perception, quoted from a recent *Time* magazine cover story, is becoming increasingly strident. My initial reaction is defensive. Some of those role models in the elementary and high school classrooms were my students. I can't perceive them doing a poor job. How can the state of education be worse?

It is obvious that cultural, societal and economic changes in the past decades have affected learning. Too much television, single parent households, more children from low-income families, high drop-out rates, inequities in public school funding, drug and gang problems, and lack of incentives for the best and the brightest to become teachers are realities we live with. As a community college, we receive the products of these deleterious conditions.

What is Our Role?

It is very tempting for college and university educators to point fingers at the common schools. However, community colleges cannot be separated from the problem. Education, from kindergarten to college, must function as a seamless whole. Instead of asking, "Why can't **they** do a better job and send us students who are prepared to tackle college level work?" a better choice is to be part of the solution. What can we contribute to cure the ills? Where do we start?

We start by recognizing that there is a tremendous responsibility and an opportunity to use the reservoir of talent available at Harper College. We can use our personal resources to raise awareness of the problem and to search for a solution. Our Preferred Future Statement is a good beginning.

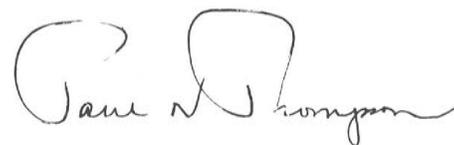
Some Actions We Can Take

Beyond that, let us look at specifics. Together we can identify opportunities to intervene. One concrete example of direct participation in the solution is the TEAM (Together Each Achieves More) project with Willow Bend Elementary School, Harper's volunteer effort to assist school children with academic deficiencies through one-on-one tutoring.

We have other options, too. We can volunteer for TEAM and encourage others to do the same. We can act as models by enforcing high expectations of our students' endeavors. The Harper community can function as a center for change. We can provide a forum for the exchange of views between those who are education's most vocal critics and those of us who facilitate the learning process. (The Northwest 2001 is planning just such a business/education partnership conference on Thursday, May 28, 1992, which I hope many of you will attend.)

These actions are small steps in our own academic environment. What answers do we have for inner-city kids or young adults who drop out of school at an early age or older adults whose situations never allowed them to take advantage of educational opportunities? For these individuals, creative and innovative intervention will be required to inspire them. These are individuals whose potential for leading productive, fulfilling and energetic lives can contribute to the total effectiveness and productivity of our society. I am most receptive to your ideas for solutions.

Together we can work to identify remedial actions, one step at a time. Collectively, I am confident that our response will make a difference. The continued vitality of Harper College depends on our own readiness to restore public confidence in American education.



FOCUS ON

The Weekend College

Continuing Education Receptionist Betty Bueno is sold on Harper's Weekend College. She had started taking courses (in the evening and during her lunch hour) before the Weekend College opened and admits she was overwhelmed. "I went crazy!" she says.

The Weekend College started in the fall of 1990, and now serves more than 1,000 students and offers 56 classes.

"Basically in one year we've grown from 180 students to 1,030 students," says Jim Finke, manager of Harper's Office of Community/Program Services. "This growth is an indication that the weekend courses are accepted as high quality offerings and that they meet a need in our community."

The courses offered through the Weekend College can build toward associate in arts, associate in science and associate in applied science degrees, and range from Japanese I to Religions of the World, Literature and Film, Business Writing and Computer Information Systems.

"The quality of the courses is wonderful," Bueno says. "I'm delighted." She is working toward an associate in arts degree and adds that once she began weekend courses she didn't feel as pressured. "Suddenly my evenings were free—and with three kids, I needed that!"

Survey Results

Bueno fits the profile of the typical weekend student. While these students vary as much as the course offerings, most are in the 21 to 40s age range. The ratio of women to men is 2:1, and in semester surveys taken to determine more about Weekend College students, Finke and his staff also discovered the following:

- * 15 percent of the students were new to Harper College
- * 5 percent had been enrolled at the College previously, but had dropped out because class times were inconvenient.
- * 64 percent preferred taking classes on the weekend
- * 60 percent claimed that if the Weekend College didn't exist, they would be unable to take the mix of classes they needed.

Initially, Finke says, there were some concerns that the Weekend College might lure students—like Bueno—who would normally attend Harper during the week. However, he notes, "The majority of weekend options opened up classes that students would not have been able to take previously. They would have been 'lost enrollments.' In fact, the Weekend College has definitely *increased* enrollments at Harper."

Finke adds, though, that some weekend students were unable to enroll in weekday courses because these courses were full. So, the students then turned to the Weekend College to meet their needs.

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Supervisor Gail Karch, right, and program assistant Janis Bernero staff the Weekend College office.

INSIDER'S VIEW of Audree Walsh

Audree Walsh is grateful for the support systems in her life. Whether it's the camaraderie of her fellow quilters in the Northwest Suburban Quilters Guild or the rallying of Harper employees during her bout with cancer eight years ago, she has appreciated the help.

"You have no idea how supportive Harper people were when I was sick," she said. "People sent cards and letters of encouragement. If it weren't for them, I wouldn't be here!" She survived cancer of the kidney, a disease that has only a three percent survival rate.

After 20 years at Harper (spending the last 13 1/2 years as facilities coordinator), Audree will retire this spring.

"Now I need time for myself," she said. "Leaving the faculty, staff and students here at Harper will be hard. But it's time to move on."

When she retires, she plans to spend more time quilting. In fact, her first project is a friendship quilt that will highlight Harper people and memories. Friends from the quilting guild have helped her design the pattern, which features muslin pentagons set against colored fabric. She would like her Harper friends to write brief messages or sign the reinforced muslin, and she will assemble the pieces into a quilt. Anyone interested in participating may stop by the Information Center in Building A to jot down a message and see a sample of the project.



Audree Walsh

Born: Chicago, but has lived in Rolling Meadows for 36 years

Family: Husband (of 40 years) Bill, sons Michael and Bob, two daughters-in-law, two grandsons and two granddaughters

Interests: Quilting, crafting, fishing and ballroom dancing

If time and money were not a problem: Once I retire, I'll have plenty of time, but if money were not a problem, I'd buy unlimited fabric for all my quilting friends!

One thing I've learned in life: We can't all agree on the same ideas, so be flexible.

The best advice my parents gave me: Try to do the best you can and be yourself.

I don't care much for: people who are insensitive to others and people who do not care.

Favorite food: All foods!

Last movie seen: *Beauty and the Beast*

Favorite book: *The Story of My Life* by Helen Keller

Meet Frank Azeke



"...I hope we have big dreams"

Frank Azeke

As he settles into his new position as Harper's director of Development and the Educational Foundation, Frank Azeke says, "I'm looking for a vision for Harper, and I hope we have big dreams." Azeke has been involved in education for his entire career, and in taking the Harper position, says, "I consciously made the transition to development in order to look for resources to support what we teach."

Azeke was born in Nigeria and attended school there, graduating from the University of Lagos in the federal capital. He taught primary school there and later switched to teaching college level education courses. It was during that time that Temple University offered a United Nations-sponsored master's degree program for Nigerian educators. The Philadelphia-based university sent faculty members to teach in Nigeria, and once Azeke received the degree, he accepted a fellowship to study Higher Educational Administration in Temple's doctoral program. He moved to Philadelphia in 1980.

While taking coursework, Azeke worked for Temple's central administration and later as an apprentice with the National Institute of Education's Research for Better Schools Center.

He returned to Temple in 1988 as part of the staff to begin an \$18 million capital campaign to fund programs at the health science campus, which comprises the medical, dental, pharmacy and allied health schools. Then, in 1990, he accepted a position as director of Corporate and Foundation Programs at the College of St. Francis in Joliet where he headed a \$3.5 million campaign for faculty and student assistant endowments and an auditorium/performing arts center.

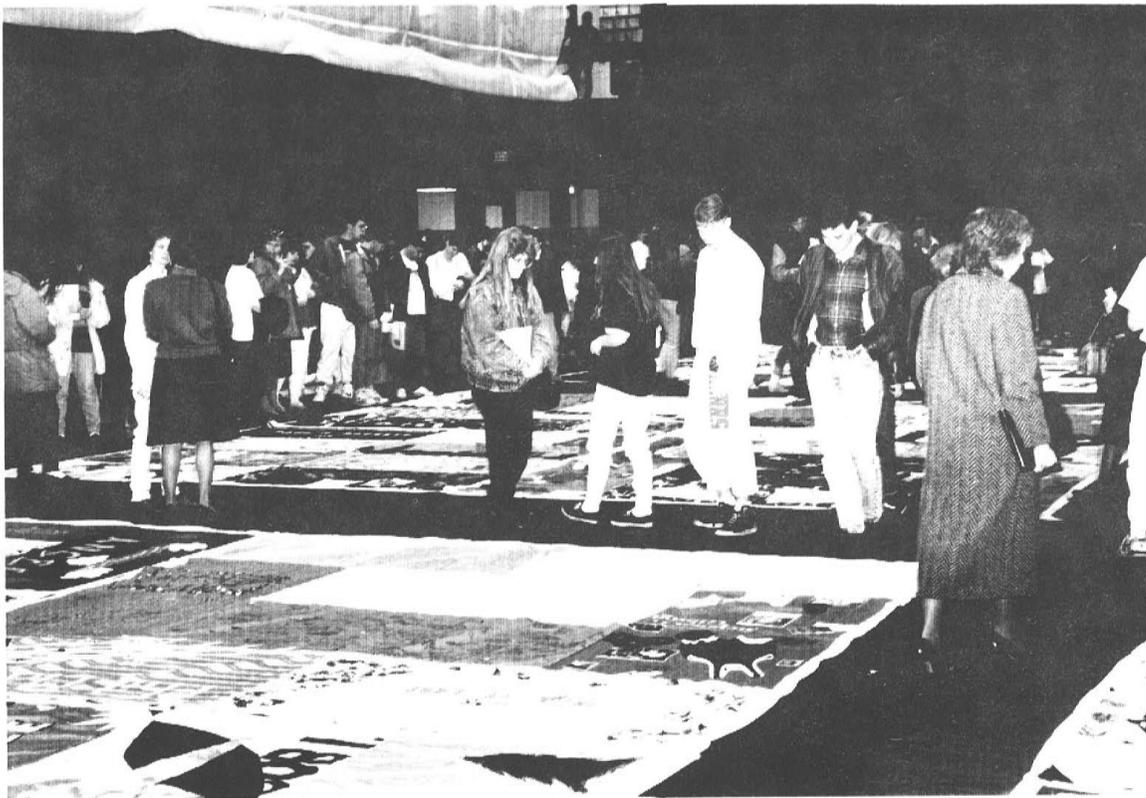
Azeke says he has definite goals for Harper. He plans to strengthen the Foundation Board, determine exactly what the community wants from the College, and develop the resources to achieve those dreams and visions. "Then we can look at businesses, political groups and individuals, match their interests and seek needed support," he adds.

Azeke is married and is the father of three children. While he was a sprinter for many years, he now claims, "I hung up my running spikes several years ago. What I really enjoy now is aerobics two to three times a week."

He adds that he loves to dance to jazz, blues and rock, and admits, "And I think I'm going to develop a passion for golf—once I am able to learn my grip, swing and direction!"

Inside Harper

After opening ceremonies for the NAMES Project AIDS Memorial Quilt Display in Building A, quilt monitors carried quilt sections to Building M



More than 3,500 visitors viewed and felt the power of the Quilt, which includes panels for Ryan White, Rock Hudson, Olympian Dr. Tom Waddell and others.



During the reception preceding the Women's History Week keynote address, speaker Barbara Gardner Proctor (center) talks with (from left) guests Eloise Peace and Jenny Matthews, Trustee Barbara Barton and program committee chair Sharon Alter.

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Flexibility is Important

Weekend students agree that the flexibility of the time commitment is what initially sold them on the program. Like Bueno, they're trying to juggle careers, families and course work.

The staff of the Weekend College is sensitive to these demands, and recognizes the busy—and perhaps even harried—schedules of these students. Most of the courses offered through the Weekend College meet once a weekend for only 12 weeks. The classes usually begin one week after the "regular" semester, and give the students one week off after midterms.

"By going one afternoon each weekend," Bueno says, "I get as much done as if I'd gone to classes two evenings during the week."

Finke also feels strongly that the weekend students need to feel a sense of oneness—of belonging to a larger group. To respond to this, the program hosts an open house each semester for the students and publishes *The Weekender*, a newsletter highlighting upcoming events, introducing new courses and focusing on other Harper offerings such as counseling for career direction through Student Development and tutoring through the Learning Assistance Center. This spring's issue focuses on the international marketing certificate that can be completed by attending weekend classes.

Citing her experiences with the Weekend College, Bueno says, "I really like the courses, and from now on I'm going to take any courses that I need through the Weekend College!"

Women's History Week in the Making

Harper's Women's History Week Committee, composed of representatives from co-sponsoring women's organizations and from Harper College, works diligently to choose interesting topics for the four-day celebration. Sharon Alter, professor of history and political science, then develops a program around those topics. When choosing the keynote speaker, the committee looks for a woman who has contributed to the history of women and who serves as a positive role model.

Then, working from the committee's topics for daily programs, Alter says, "I look for speakers who have historical knowledge about the topic and choose panelists whose experience is a recent and/or contemporary example of the topic."

Departmental Developments

Nursing adjunct faculty member **Carol Kadowaki-Chamblin** wrote a review of a patient teaching booklet that was published in *NeoNatal Network: The Journal of Neonatal Nursing*. Carol is also on the publication's editorial board. In addition to her teaching position as a clinical instructor at Harper, she also serves as head nurse in the nurseries at the University of Illinois Hospital.

Music Professor **Bob Tillotson** has been elected to serve a two-year term as vice president of the Association of Illinois Music Schools...and math faculty member **Mercedes McGowen** has been asked to serve on a National Science Foundation panel. During her one-year appointment, she will review grant proposals that address how advanced technology can be used in teaching math and science.

Welcome to **Louise Bez**, BUS/SS, who has joined the Harper staff as secretary I, to **Catherine McMurray**, PUB SAF, who joins us as a clerk dispatcher, and to **David McShane**, who will join the Harper staff as vice president of Information Systems, OIS.

We send our condolences to **Mary Ann Clemens**, AE/LS, on the death of her brother and to **Michael Brown**, LIB ARTS, on the death of his mother.

Silver Anniversary Update

Who would you like to see in the dunk tank?

That's right. Now is your opportunity to nominate your candidate for the dunk tank—one of the many activities scheduled for The Silver Anniversary Picnic for all employees and their families.

This kick-off event for the year-long celebration of Harper's 25th anniversary is scheduled for Sunday, August 23, 1992, from 12:00 noon to 4:00 pm.

The picnic committee has been working hard to put together a day of fun, food and frivolity. You will receive a memo before the end of school that the committee will use as an indicator of the numbers to expect—at that time, you will be asked to nominate your choice of dunk tank participants.

The committee also asks for groups to challenge other groups (departments, divisions, etc.) in the volleyball and softball tournaments. (We hear that Bohrer's Bruisers is willing to take on all challengers!)

Mark your calendars today.

-Patty Roberts

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