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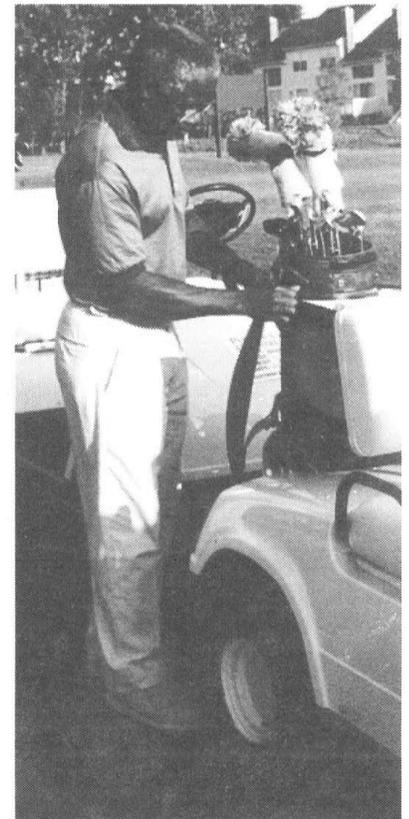
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Before taking top honors in the Golf Gala, Steve Catlin and Roger Bechtold (right) share a laugh with Margaret Precilio (left) and Glenda Mill. The winning foursome also included Will Hoffman and Ron Greenberg.



Vern Manke and Laurie Wren were two of the 78 golfers who participated in the annual event. Contests were held for the longest drive, which was won by Mark Glasgow, and closest to the pin, won by Phil Gerner.



Director of Development Frank Azeke makes final preparations before teeing off. Proceeds from the gala will be used to support Harper scholarships.

The President's Message

The following letter was written by Jack Dodds, professor and English department co-chair, in response to the President's Message discussing the ICCB proposal that community colleges offer guarantees for transfer and technical programs.

The metaphors we educate by

Like a few of my Harper colleagues, I don't always pay all the attention to our internal publications that I should. But your column in the May *Insider* surely caught my eye. I've been thinking about it all summer.

Your primary subject, the ICCB's mandate of program guarantees, merits all sorts of comment. As you remark, however, "there is a lot to be worked out by each community college in order to adapt its own educational guarantee program." At this early stage of our state's portentous move toward a market-driven educational system, such a program is bound to look fuzzy. So I'll hold my comment until the outline of the program becomes clear—and trust that Harper's faculty will be involved in drawing that outline.

What most interests me is the business analogy that energizes this program and launches your column. I hope you agree with me that figurative language is more than icing on a verbal cake, more than mere decoration of ideas. We understand, describe, persuade, live and sometimes even die by figures of speech. They're worth attention. So I propose to be the English teacher that I am and do a little textual analysis of

this business analogy. I want to suggest that it doesn't do justice to what colleges do and misstates the relations between teachers and students, teaching and learning. For our own understanding and that of our students, we need something new.

Whatever my opinion of it, the old analogy certainly has a power and a currency. You are the third community college president I've heard use it this year. Here's another example from a few years back, one which emphasizes the producers and the product of education: "We have to restructure schools to function more like business, where employees are held accountable for their performance. That includes the product they produce, which in the case of schools is educated youngsters." This from Samuel R. Mitchell, president, Chicago Association of Commerce and Industry (*Chicago Tribune*, 6-7-85).

See the flaw here? How can faculty/producers, functioning something like assembly line workers in this analogy, be held accountable for products when they have only trivial and intermittent control over the raw materials of production—the students who come to school? Raw students don't sit before us, inert lumps of ignorant stuff awaiting our shaping. We don't "produce" educated students. They have more power over their education than we, and they express that power through a range of responsibilities, priorities, skills, deficiencies, intelligences and interests. No amount of teacherly good will, no sure-fire pedagogies, no

number of guarantees will ensure the kind of product Mitchell desires. Only the students themselves can guarantee their education, and that by attention, concentration and diligence. If faculty members are to be held accountable—and they *should* be—then they should be held accountable to that which they *can* be responsible for, the subjects they profess. They are accountable to students, institutions and to taxpayers by meeting—in all its implications—that primary responsibility.

Lately the emphasis of this analogy has been shifting from business to marketing and from producer/product to product/consumer. Here is Joseph N. Hankin, president, Westchester Community College, in a 1990 speech (reprinted in the *AAJC Journal*, Feb/Mar 1992): "People need products, but products need people to buy them. We in the colleges have products—our programs—and we need people to enroll. Using marketing techniques, there are important extrapolations and prognostications we can make for our educational institutions." And as you say in your *Insider* column: "Businesses know that savvy consumers expect a quality product and back it up with a strong warranty. Educational institutions realize that they are also in competition for students." And, "The ICCB has challenged the state's 40 community college districts . . . to demonstrate that education is accountable to its consumers—the students and the employers of Illinois."

FOCUS ON

Learning Assistance Center

The words "Where there's a will there's an A" promote the programs of Harper's Learning Assistance Center, and its staff has developed a series of courses and workshops to improve the reading, writing and study skills of students and provide effective teaching strategies to the faculty.

"Because we cannot assume that everyone knows the best way to learn," says Center Director Lee Vogel, "the Center is the support system that provides the information to teach and learn most effectively."

The Center opened in January of 1987, and this fall more than 3,000 students will be served by approximately 120 full- and part-time faculty members, tutors, diagnosticians, coordinators and supervisors.

Services provided directly to the student include the Tutoring Center, which offers assistance in accounting, data processing, English, mathematics and the sciences; the Writing Center, with instruction in word processing programs and in creating, organizing and researching written assignments; and Diagnostic Services, which offers testing to determine how individual students learn most effectively and how they can perform better on tests.

To increase their learning aptitude, students may register to take individual study skills workshops or the semester-long PSY 106 college study skills course. In addition, LAC faculty

members also teach Harper's basic reading and writing courses.

But the duties of the Center go beyond the student offerings, Vogel says, adding, "We also try to help the faculty help the students." She notes that the LAC staff has developed the annual Great Teaching Seminar and other instructional growth seminars for full-time faculty members; the Adjunct Faculty Development Program, offering workshops in effective teaching/learning strategies; and the New Faculty Orientation. In addition, the Center also coordinates the Critical Literacy Program; organizes brown bag lunch workshops; and publishes the Learning Curve newsletter.

Center secretary Judy Longmore says the courses receive rave reviews from the students. "We get a lot of calls—especially from adult students who are returning to school," she says. "They feel out of place and are concerned about studying," she says. So, she suggests that they take the workshops and courses. "A lot of them come back to thank us and tell us how great the courses are!" she adds.

For more information about the courses and workshops offered by the LAC, call Judy Longmore at extension 2715.



Secretary Judy Longmore (left) and Director Lee Vogel coordinate the 120 staff members and 3,000 students who are using the Learning Assistance Center this fall.

INSIDER'S VIEW

Sara Speicher

Since Sara Speicher began working as an editor/writer in Harper's Publications and Communication Services department two years ago, she has worked on myriad College publications. And when the symphony orchestra program came across her desk last winter, her interest was piqued. She has played the violin since she was nine, and although she had not played for the past six years, she decided to join the group. "It's really been fun to get back into playing again," she says, although she's quick to add that neither her housemates nor her cat seem to appreciate it!

Even when she's not at Harper, Sara is on the go. "Sometimes I can't believe all the things I've gotten myself into," she says. Current projects include church activities such as the folksinging group, Pairatrio; organizing and facilitating worship; teaching youth Sunday school; and working on environmental relations. "Concern about the environment is really an important issue for me," she says, "and the church has also been a good outlet for my peace and justice concerns."

Although born and raised in Ohio, Sara confesses to being a devout Cubs fan. "I even remember the day I converted!" she says. "My father had always been Cubs fan, and when I

was 14, he brought the family to Chicago for a vacation—which included a Cubs v. Mets double header." After the Cubs won both games, she turned to her father and admitted that she, too, was a fan. "He still reminds me of that conversion!" she says.

Although she keeps incredibly active, Sara says that she does slow down occasionally: "When I really need to relax, I have a friend with a hot tub!"



Sara Speicher

Born: Youngstown, Ohio

Education: B.A.-Religion, Oberlin College, Oberlin, Ohio (1987). She plans to begin studies toward a master's degree in January.

Family: Parents, two sisters, one brother and a cat, Koshka

Interests: Hiking, reading, movies, concerts and the Cubs!

Best advice my parents gave me: Do the best you can.

If time and money were not a problem: I'd travel around the United States and Canada by train.

I would like to learn: how to cross country ski.

One thing I've learned in life: Try to view problems as opportunities.

Favorite food: Tom ka gai, a Thai soup. My favorite is served at the Bangkok House in Elgin.

Books I recommend: *The Remains of the Day* by Kazuo Ishiguro and *Sherwood* by Parke Godwin

Favorite movie: *Field of Dreams*

President's Message*(continued from page 2)*

If the business version of this analogy misstates the relation between teacher and student, the marketing version misperceives the process of education. For one thing, teachers become something like purveyors of commodities to consumer/students in a materialist process of commercial exchange. I exaggerate only a little when I say I'm beginning to feel like the poor souls who wear the silly paper hats and stand behind McDonald's gleaming and sterile counters dispensing softly bland junk food to consumers hurried along by Muzak they don't even hear.

More important, what about our student/consumers and their consumption of the "educational experience" we market to them? Doesn't our analogy delude them into believing that education can be drunk up like a sugar-sweet, non-dairy product milkshake—no fuss, no muss, no milk, no bother, and cheap at twice the price? We imply thereby that they must do no more for their educations than show up at our counter, place their orders, pay their money, and get their degrees, all delivered with a hot side order of honor rolls.

Be sure that our students have bought this beguiling analogy. And why not? Look what powers it confers upon them: if education is marketing and its subject matter little more than a commodity to be consumed, and if college is one big mall as good for browsing and window shopping as for serious shopping—why, then, the customer is always right. Here's a Harper consumer/student who thinks so. Listen to her letter to me, complaining of a teacher who presumed to teach and hold her responsible for her learning—no guarantees but those which she might provide by her own efforts. She writes:

He has no right to pass judgement on my or any of his students in the manner he does. I take my education very seriously. Mr. _____ need to realize that college is a business. I am paying him to teach me, he does not pay me to attend class. I work full-time and attend night school part-time to fulfill the requirements for my associates degree. I work very hard at this and put all my effort in my classes. I do not feel it is right that my grade suffer do to Mr. _____, nor any other students he teaches. I expect corrective action be taken and reported back to me with in the next week. I do not wish his attitudes to be inflicted on future students.

See? She's paid her money, and she wants the educational product delivered to her ready-to-consume, and with all the deferential respect due her as an American consumer. She cannot see that the metaphor by which she understands her education has made her nearly uneducable. She hasn't learned that education is more than a materialist commercial exchange, clerk bagging a customer's sack full of money-back-guaranteed learning, and, oh, yes, "Have a nice day!"

Do my sarcasm and metaphors offend? Then I apologize. But understand the dismay, frustration, anger, even, that underlie them. Understand, too, that I'm not anti-business. I am opposed to treating schools like businesses at points where they're not comparable. A business could not succeed if it treated customers like students, clerks like faculty; nor can a college succeed by inverting the comparisons. How about a new analogy that more accurately and nobly describes the education we provide our students? In fact, we don't really need a new analogy at all. How about the ancient analogy buried in the

etymology of the word describing what we do: "to educate," from the Latin *educare*, "to lead out of"? According to this analogy, students are someplace they shouldn't be: in the dark, perhaps imprisoned by their ignorance, isolated, lost, hidden, in danger, even. Our job is that of a guide, to chart a course, to lead—not to sell a product or purvey an experience. We don't tell students where to take their lives, only get them on their way. As guides we are responsible for the welfare of those in our party, but for a successful journey, they must come prepared with the power, preliminary skills, motive, attention, and intelligence necessary to follow us on our way.

Such an analogy may not feed the small vanities of materialistic consumption, but it's just right as a companion to our motto I saw recently at the Euclid Road entrance to our campus: *Your Future Today*. You have emphasized repeatedly that Harper must change, must continually reinvent itself to nurture successful teaching and learning. What better way to articulate our latest reinvention than with an analogy that does justice to what we—the college family—really are and what we really do, in truth and in practice: *Harper College—the way to your future* or *Harper College—pointing the way to your success* or *At Harper College, you'll learn how to reach your bright future*.

So what do you say? Can we describe ourselves and what we do in a way truthful to our mission and encouraging to our students? I think my proposed metaphor might help.

Inside Harper



During Groundbreaking ceremonies for the new Liberal Arts building on September 18, Mary Jo Willis shared her anticipation with retired music department chair George Makas.



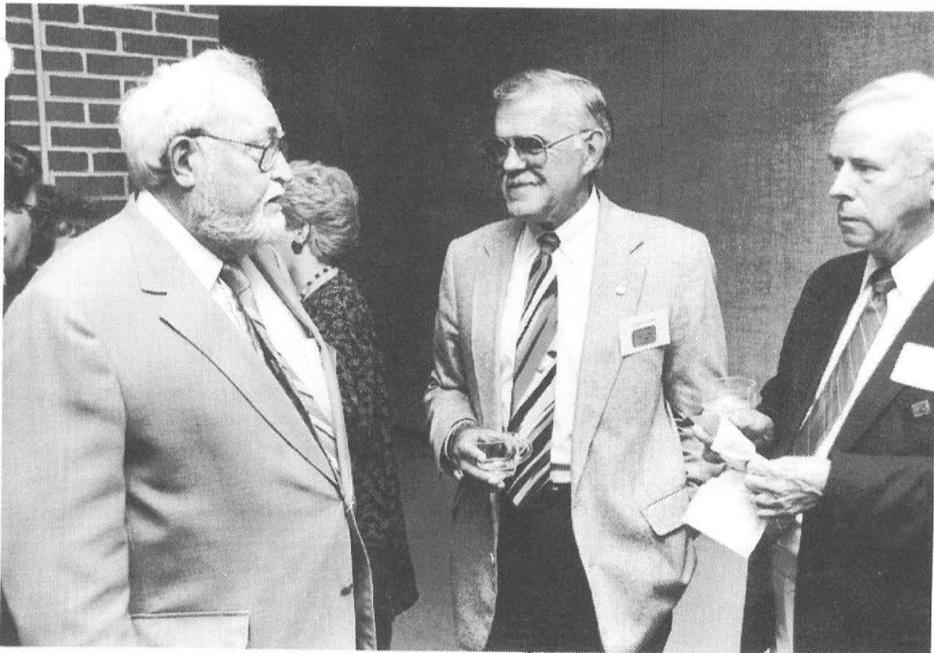
Board chairman Molly Norwood introduced Jessalyn Nicklas at the Dignitaries' Reception.



Included in the festivities was special recognition of current faculty members who have taught at Harper from the very beginning.



The official groundbreaking for Building L featured several crews of diggers, including this group of President Thompson, Board Chairman Molly Norwood and pioneers Jessalyn Nicklas, Eugenia Chapman and Virginia Macdonald. Chapman and Nicklas were instrumental in founding the College, while retiring State Senator Macdonald has been a long time advocate of Harper.



Retired faculty members Bob Powell (left) and Dennis Brokke (right) reminisced with Guerin Fischer, former vice president of Student Affairs.

Sobkoviak Wins Rutz Award



Dean Liz McKay, right, of the AE/LS division presents the Fred C. Rutz Award to Registration Supervisor Moira Sobkoviak.

The Academic Enrichment and Language Studies Division is proud to announce that Moira Sobkoviak received the Fred C. Rutz Award during the AE/LS fall semester division meeting. The award recognizes individuals who have made exceptional contributions to promote the academic success of disadvantaged students. Sobkoviak has worked tirelessly in her role as registration supervisor to ensure access and accommodate needs of disadvantaged students in the registration process. The AE/LS division appreciates her efforts to assist students toward academic success.

-Elizabeth McKay

Departmental Developments

Harper staff members have been involved in a variety of professional activities during the past month. **Pat Mulcrone**, AED chair, collaborated with the staff of the Adult Learning Resource Center to develop a week-long Adult Education Pre-service Institute. She also served as an instructor for the event...AED instructor **Jan Phillips** contributed to the mathematics section of the book *Teachers, Tools and Techniques* published by the Adult Learning Resource Center...and **Sahar Darwish-Feld** presented "From Task Analysis to Employee Outcomes: Getting the Job Done" at the 1992 Illinois Workforce Education Conference.

Ellen Lindeen, of the English adjunct faculty, was selected to serve as a panelist at the Chicago Area English Articulation Conference this month. Her topic was "Using Peer Collaboration for Returning Students in a Community College"...Congratulations go to philosophy professor **Jerry Stone** whose new book, *The Minimalist Vision of Transcendence: A Naturalist Philosophy of Religion*, has been published by the State University of New York Press.

Laura Adams, assistant supervisor of the Cardiac Rehab Center, has been selected for the eighteenth edition of *Who's Who of American Women* to be published this fall.

Harper's spring sports schedule, prepared by **Bill Pemstein** with photos by photographer **John Callahan**, received third place honors in a contest sponsored by the National Junior College Athletic Association.

New faces on campus this month include **Patricia Ramsey**, AE/LS, supervisor of nonnative literacy; **Judith Young**, part-time weekend program assistant, OC/PS; **Jean Kraft**, clerk I, Bookstore; **Betty Link**, part-time clerk II, Box Office; **Martin McCafferty**, lab assistant/computer operator, IS; and **Karen Nagel**, administrative assistant, BUS/SS.

In other campus developments, **Leon Hussissian**, Media Services, has been promoted to AV technician II, and **Claire Wrobel** has been rehired as part-time information receptionist, STU DEV.

We send our condolences to **Bev Hoffman**, ADM OUT, and **Judy Longmore**, LAC, on the deaths of their mothers and to **Pat Carney**, IS, on the death of her father.

Kickoff

President Thompson has announced the kickoff of the 1992 Crusade of Mercy/United Way campaign. Tom Johnson and Chuck Harrington will co-chair the efforts, hoping to increase the percentage of employees participating and the amount of money raised.

Pledge cards have been distributed, and employees may donate in either a single contribution or through the payroll deduction plan that will begin in January, 1993. Cards are to be returned to Tom Johnson in BUS/SS.

Need for the services of the Crusade of Mercy/United Way has increased as unemployment, domestic conflict and substance abuse have increased. So, please join the Harper family in supporting this worthy effort!

The **in**sider

The Harper Insider is the monthly Harper College newsletter produced by Publications and Communication Services. We cordially invite all employees to contribute stories and information before the twenty-fifth of the month for the issue published the following month. Please send contributions to PUB, A302, or call extension 2512.

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