

September 2001 Journal

ACCE JOURNAL

A Publication of the Association of Community and Continuing Education

September 2001

13 Guidelines for Managing Your Job During Change

1. **Become a quick-change artist.** Organizations want people who adapt ? fast ? not those who resist or psychologically `unplug'. Take personal responsibility for adapting to change.
2. Commit fully to your job. Strong job commitment makes work far more satisfying. It's therapeutic, too, an excellent antidote for stress and a fine cure for the pain of change. It also empowers you, bringing out your very best potential, and making you a more valuable employee.
3. **Speed up.** Organizations must accelerate, or they will die. New hires join up ready and willing to help drive the organization in new directions. You would be that same way if you left your present job and hired on with a different outfit. So why not take that approach right where you are? Make yourself more valuable.
4. **Accept ambiguity and uncertainty.** Take personal responsibility for figuring out the top priorities, then point yourself in that direction. Chase down the information you need. Show initiative in getting your bearings, and in aligning your efforts with the organization's larger plan. Be willing to `wing it.'
5. **Behave like you're in business for yourself.** Much like an independent contractor, you have to `build your business,' uphold your reputation, and satisfy the people who pay for your work. Carry personal responsibility for your own career mobility.
6. **Stay in school.** Either you take personal responsibility for continuing your education, or you end up without the knowledge you need to protect your career. The more you know how to do, and the better you do it, the more valuable you become.
7. **Hold yourself accountable for outcomes.** Consider the big picture. Look beyond your own immediate behavior ? beyond the specifics of your job description. Learn to work across departmental boundaries. Avoid turf issues. Combine your efforts seamlessly with others who, though very different from you, are contributing to the same end results.
8. **Add value.** Think in terms of being paid for performance ? for the value you add ? rather than for your tenure, good intentions, or activity level. Add enough value so everyone can see that something very important would be missing if you left.
9. **See yourself as a service center.** Keep in mind that there are internal and external customers. Unless you take pains to provide the best possible service, and do so at a competitive market price (i.e. salary), you'll find it hard to keep customers. Seek regular, direct contact with customers. Build a strong relationship. Deliver the highest quality service possible. Anticipate their needs, and develop a reputation for responsiveness.

10. **Manage you own morale.** If you put someone else in charge of your morale, you disempower yourself. Don't let low morale drain away precious energy, destroy your self-confidence, or damage your attractiveness as a job candidate. Accept change as an exercise that, though sometimes painful, helps you build more emotional muscle.

11. **Practice kaizen.** Continuous improvement (Japanese ? kaizen) ? the relentless quest for a better way, for higher quality craftsmanship, daily pursuit of perfection, keeps you reaching. Every employee should assume personal responsibility for upgrading his or her job performance. Your productivity, response time, quality, cost control, and customer service should all show steady gains. Your skills should be in a state of constant renewal.

12. **Be a fixer, not a finger-pointer.** Organizations need people who can take care of problems, not merely point them out. We've come to expect too much of our institutions, and too little of ourselves as individuals. Instead of being a finger-pointer, and rather than trying to single out somebody to blame, assume ownership of problems.

13. **Alter your expectations.** Because of new technology and global competition, organizations are being reshaped and work is being done differently. The marketplace is merciless, and it puts definite limits on how generous or protective an organization can be with its people. The best thing you can do is constantly upgrade your skills, stay flexible, and never con yourself into thinking that your employer is supposed to protect your future.

Put your faith in the future and in yourself. Embrace change, and develop the work habits you need for job success in the Information Age.

Source: Workplace Wellness, Health Promotion Division 1300 Paris St., Sudbury, Ontario, P3E 3A3 (705) 522-9200, ext. 290

ACCE President's Message

Greetings to Everyone From Your New President: I am most pleased to be the President of this fine Association serving the needs of adult learners in the State of California.

The Executive Board, including our new board members, held our annual retreat at Granlibakken Conference Center in Lake Tahoe, California on July 15th - 17th, 2001. The Retreat proved to be most productive.

The incoming Board members were installed at the Retreat. I would like to welcome Carol Ryerson, Mt. San Antonio College, as our new 2nd Vice President/ Membership Chair, and Anna Garza, North Orange Community College District, as Secretary/Historian. I also wish to thank for their continuing service to the Association, Raymelle Revel, American River College, newly elected to the position of First Vice President and Marge Ball, Orange Coast College, who will continue her outstanding job as Treasurer. Also present at the Retreat were Norma Morris and Joyce Hassan-Williams, our liaisons to the Chancellor's Office. I truly appreciate their time and commitment to the Association.

I would like to express my sincere appreciation and gratitude to Ray Ramirez, Past President, for his outstanding contribution to the Association during his two years as President. He has been a tremendous support to me during my two years as 1st Vice-President.

I would also like to thank those who were willing to serve and devote their time as ACCE officers, especially our outgoing Secretary/Historian- Bill Grimes, San Diego District, for his commitment to the Association. Other officers of the Association are ACCE Journal Editor, Lori Chan Luna, College of the Sequoias; Legislative Analyst, Leslie Smith, City College of San Francisco; Web Master, Linda Renee, Irvine Valley College; as well as our Council Representatives, Community Services, Jan Powers; Continuing Education, Lani DeVincentis, Glendale Community College; and Economic Development, Scott Hammer, ED>Net.

The Board will be having our annual meeting with members of the Chancellor's Office on October 15th, 2001. The Northern Drive-In Conference will be held on October 16th, 2001 at American River College in Sacramento.

The ACCE Annual Conference will be held in San Francisco at the Marriott Fisherman's Wharf on February 12th-14th, 2002. Our 1st Vice President, Raymelle Ravel, worked diligently on a location for the Conference and the choice is excellent. I'm sure San Francisco will be a big draw. You will hear more about the Conference in the near future.

The Board is working together on the Goals and Objectives for 2001-2003. We will keep the membership apprised.

I look forward to a most productive two-year term and appreciate the opportunity to serve the Association and welcome the input of our members.

Barbra S. Louis

SBCC/CE

Community Education Council welcomes new practitioners

Kerry Campbell-Price is going from public information manager, a position she has held since 1983, to community education at Santa Rosa JC. Long ago when Kerry was at Lake Tahoe CC, she handled both assignments. "Working in public relations has allowed me to hone my PR skills, but I have missed the creativity and community responsiveness that are integral to community education programs," says Kerry.

Kerry replaces Roberta Dunham who retired from SRJC in July after 17 years. "Roberta did an outstanding job. She pulled together a great program and really expanded it after Prop 13. I will be looking to keep her momentum going and building additional online and international programs."

Kerry believes Community Education will be more and more critical to the overall college outreach program. "We are coming into an era in the state where Community Education programs will take the lead in making community connections stronger than ever before."

She sees the importance of Community Education working in partnership with the college. "The Community Education program is often the first contact people have with the college. It is an excellent outreach effort and can really help the college better identify the needs of potential students for both the credit and non-credit programs."

Kerry is finishing a masters program she started 22 years ago (and put on hold when pregnant with her daughter) through USF in Public Administration. She has a BA in English from UC Berkeley with a minor in Journalism.

Elaine Chapman is the new Director of Extended Learning at Pasadena City College. She accepted the position in April following the retirement of Nino Valmassoi, a thirty-year PCC employee.

Elaine has an MBA from Simmons College, Graduate School of Management in Boston, and a Master's in Education from Cal State Los Angeles. She was an Assistant Vice President in charge of marketing for Trust & Investment Services for a Tennessee

bank and most recently was the Director of a private, for-profit high school in the San Fernando Valley serving at-risk males.

Elaine views Extended Learning programs as extensions of college. "They serve as links to the community offering lifelong opportunities for learning and exploration. "Registration is easy and where else can one learn the

complexities of surfing the web one night and the latest Salsa steps the next? The college draws individuals eager to pursue academic

degrees. Extended Learning can be the vehicle that introduces them to the college, or the means by which they stay connected long after graduation."

She envisions growing the PCC Extended Learning program through increased offerings to adults and through growing the kids' college segment.

Elaine and her two daughters, ages nine and ten, live in La Canada Flintridge a neighboring community of Pasadena.

On August 1 **Peter DeArmond** accepted the position of Director, Corporate and Community Services for the Bakersfield College Weill Institute.

For the last nine years Peter worked as a director at the office of the Kern County Superintendent of Schools. His first three years there were spent on the Fiscal Crisis and Management Assistance Team (FCMAT), which provides fiscal and management consulting to districts all over California. Peter later joined the technology division of the Kern superintendent's office, where he set up and trained a web services team. Later he took on responsibilities for a network academy, the research department, the systems development group, and multimedia operations.

A few years ago Peter started a part-time side business developing multimedia projects such as interactive training CDs and digital video productions. "But," he states, "I've set the business aside now that I'm in a position that's taking at least 10 hours a day."

Peter says he's "hit the ground sliding, dodging all the new acronyms thrown at me. I'm getting to know my staff and am pleased to discover that not only are they very talented, but also passionate about delivering high-quality, professional services."

Peter has a Bachelor of Science degree in Organizational Behavior from the University of San Francisco and also did graduate work in Mass Communications at CSU Northridge.

Extend your hand in greeting to our new colleagues and be sure to introduce yourself at the next ACCE event.

Submitted by

Jan Powers, Sierra College

Economic Development and Your Regional Network

Many colleges are finding success in their local economic development efforts by networking with regional groups and associations that have workforce development as a key issue or concern. By partnering with local and regional economic development corporations, industry groups, Workforce Investment Boards and even one-stop centers, colleges are reaping valuable benefits. New students, new programs, new resources, contract training and expanded fee-based programs are just some of the rewards found.

Where should you start? What do you do first? What can you do to participate in your local area? Here are some steps I'd suggest.

- Find out what groups exist in your local region/city.
- What organizations is your college currently involved with?
- What organizations do your city and county economic development practitioner regularly attend?

- Is there an Economic Development Corporation or Partnership in your area? (They go by many names)
- Do any of these groups have workforce development concerns?
- Do any seek to enhance services to businesses that you could support or offer?
- Get invited to attend or just start showing up!
- Network with key people who are seeking to attract, expand or retain business/ industry in your area. Ask them many of the same questions mentioned above.
- Discuss services and programs you can offer to support these efforts, focusing on opportunities to support local and regional economic development.
- Look for opportunities to participate in new and unique funded programs. Many of us focus on traditional sources of funding, but many other opportunities exist, such as foundations, redevelopment activities, specialized state funding, federal economic development and labor focused programs.

By attending and participating with local and regional economic development activities, colleges can expand the services and programs they are offering to their local community. They can also access new funding and students by offering services that meet local and regional needs for business attraction, retention and expansion. These opportunities may be non-credit, credit or contracted training services. There are many opportunities to deliver non-training or non-instructional services as well. This is a growing, revenue producing area within many of our colleges.

If you have a Center of Excellence in your region, their Economic Development Liaison would be invaluable in supporting your endeavors. They may have current information and/or databases available that would fast track your search for opportunities. They also can provide you with performance-based experts that can help identify and/or analyze opportunities within specific industries for you to provide solutions and programs targeted to meet their needs.

Other ED>Net Centers are staffed to provide subject matter expertise in various industries. Manufacturing Technologies, Transportation, Bio-Technology, Health Occupations, Environmental Technologies, Multi-media/Entertainment are some of the initiatives supported through ED>Net funding designed to provide subject matter expertise and support for your efforts. There are many colleges that have successfully obtained funding through industry-driven regional collaborative grants. The products and curriculum developed through these collaboratives are available to all colleges throughout the state. Contract Education support and technical assistance is available through Catherine Swenson in the North or myself in the South. Call us! We'd be happy to help you expand your capacity to deliver services to meet local and regional needs.

Submitted by

Scott Hammer, ED>Net Director, Contract Ed/South

State Revenues for Continuing Education Outlined

Things are pretty hectic right about now as we all are preparing for school to start--in some cases it has started. I sent out by e-mail a bit of information that I received from Theresa Tena, head of the fiscal unit for the California Community College Chancellor's Office. She gives a breakdown of our apportionment (money that our college earned for non-credit student FTES). In case you missed it here is the short version. We received in revenue as follows:

Program Based Funding 2000-2001

Instruction \$1,485.64

Maintenance and Operations 225.67

Institutional Support 283.22

TOTAL 1,994.54

In addition to program based funding we received

Matriculation in eligible areas 138.93

Partnership for Excellence 306.29

Lottery 130.00

TOTAL 2,569.76

Anticipated revenue per FTES for 2001-2002

Program Based Funding Instruction 1,543.13

Maintenance & Operations 34.60

Institutional support 294.22

Matriculation (using new formula) \$138.93

Partnership for Excellence \$306.29

Lottery (estimate) \$100.00

TOTAL \$2,617.17

If you're applying this to your program, you need to remember that not all your FTES earns matriculation dollars and the lottery figures are soft. Nevertheless, if your business manager is like mine he doesn't acknowledge much other than the program based dollars for instruction and perhaps institutional support-- but these figures are good arguing points if you're going in to make budget requests. He will no doubt, question the source of your information, just let him know that it is from Theresa Tena in the CCCCCO and if you want I can send you the e-mail I received from her with the attachment for validity.

Hope you all had a great summer . . .Ciao for now . . .Lani

submitted by

*Lani DeVincentis
Glendale Community College*

Board of Governors leads effort for Workforce Development Initiative in 2002-2003

The Board of Governors has led the effort to develop a Workforce Development Initiative as one of the priorities for the 2002-2003 system budget. The overarching paradigm of this proposal is the development of career ladders throughout our colleges. Career ladders are long-term career progression pathways to help individuals advance, particularly in high wage, high growth careers. For example, Norton Grubb states:

The trick to creating an overall education system and job training system from the two currently disjointed systems is to fashion these links systematically, in "ladders" of education and training opportunities that can move individuals from their exiting levels of accomplishment to higher levels at which they prepare for jobs of increasing skill, earnings, and stability. (Russell Sage Foundation, Chapter 7, page 2)

A coherent system requires all programs to be linked into a series of sequential education and training-related activities that individuals can use to progress from relatively low levels of skill (and relatively unskilled and poorly paid work) to higher levels of skills and (presumably) more demanding, better-paid, and more stable occupations. (Page 5)

Therefore, career ladders are not a training program or a model, but rather a system for organizing and delivering career education on a lifelong basis. Specifically, a career ladders system should:

- Target high wage, high growth sectors of the economy
- Provide a full spectrum of education and training
- Provide a variety of learning and training opportunities
- Integrate academic and career skills and knowledge
- Integrate work and learning
- Provide lifelong education and training opportunities

As is easily seen, to be successful in reaching the least educated workers, our noncredit programs become a fundamental component of this effort. Consistent with this goal, the development of this initiative began last March with a Study Session at the Downtown Campus of City College of San Francisco. Experts from across the state and from many different agencies and institutions were brought in to give daylong testimony to begin to craft this initiative.

The Budget Change Task Force recommended that this initiative be composed on three parts. First, \$1.1 million are to be directed towards statewide, regionally based pilot projects. Second, \$48.1 million will be directed towards high demand and capacity building projects. These dollars are slated to go out on an FTES basis. Third, \$11.3 million in one-time and \$23.6 million in on-going funds are to be directed towards efforts related to workforce preparation (read noncredit) efforts. The \$11.3 million in one-time dollars is divided into two pots:

1) \$5,350,000, approximately \$50,000 per college (based on ten new data elements at \$5,000 each). These data elements would identify noncredit sequenced courses, and provide for validity and accountability, and tracking the impact of increased instructional as well as student support services.

2) \$6,450,000 (\$75,000) for 86 colleges that generate FTES in at least one of the five targeted categories.

This base funding would ensure that colleges with lower noncredit FTES would receive sufficient funding to make programmatic, instructional and student support services improvements regardless of the number of FTES generated.

The \$23.6 million in ongoing dollars would be distributed per FTES in the six noncredit-targeted categories