
Practitioners' News

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PRACTITIONERS' NEWS

PROGRAMS FOR HIGHER EDUCATION

FORT LAUDERDALE, FL

VOL. 18, NO. 3 SPRING 1991

PHE FACULTY PROFILE

Patricia A. Lawler, new to Nova this year, will be one of the adult education specialization lecturers at the summer institute. Pat brings much experience in adult education, both as an adult student and an adult educator. "Teaching adults how to teach adults" is one of her favorite goals. Having recently graduated (1988) with an Ed.D. from the Adult Education Guided Independent Study (AEGIS) Program at Teachers College Columbia University, Pat has vivid memories of what it is like to be an adult student in a doctoral program. While she was working on her degree, Pat was Director of Adult Services at Villanova University. There she advised returning adult students, developed noncredit support programs, initiated the Women's Study Program, and worked hard to bring adult students into the mainstream at Villanova.

After receiving her degree from Columbia, Pat spent some time consulting and part-time teaching. Her consulting centered on assessing training and educational programs for effectiveness with adults and designing and developing volunteer training, sales training, Myers-Briggs workshops, and team-building initiatives. Her clients have included Big Brothers/Big Sisters of America, Ernst and Young, and the Pennsylvania Commission on Crime and Delinquency. Consulting still offers challenges for her and provides fresh ideas on the needs of adult learners in a variety of settings.

Pat is now an Assistant Professor in the Center for Education, Widener University, Chester, PA. Going from administration to faculty has been an adjustment, says Pat, especially since she loves organizing and planning. At Widener she teaches these skills to her doctoral students in the Leadership Program in Higher Education Administration. The best part of the teaching is that



most of her students are adults. In her course, "Educating Adults from a Developmental Perspective," Pat gets to "practice what she preaches." Her recent publication, *The Keys to Adult Learning: Theory and Practical Strategies* (Philadelphia: Research for Better Schools, 1991), summarizes her priorities for working with adult students.

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WHAT'S INSIDE

- Director's Team
- Practicums
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CHANGE OF LOCATION OF SUMMER INSTITUTE AND THE REGIONAL CLUSTER SUMMER SESSION

The location of the 1991 Summer Institute and the Regional Cluster summer session in Fort Lauderdale has been changed from the Embassy Suites to the Sheraton Design Center Hotel, which is located near Fort Lauderdale-Hollywood International Airport. The change was the result of the inability to work out favorable arrangements with the new management of the Embassy Suites Hotel.

The Sheraton Design Center Hotel will provide double rooms at \$58 per day for double or single occupancy. Rooms are not equipped with kitchen facilities, but refrigerators may be rented as an option. Also, there are no laundry facilities available, other than the service provided by the hotel.

The many amenities at the Sheraton, however, will include a complimentary breakfast, reduced-price lunches at the hotel pool, an elaborate happy hour buffet that comes with purchase of at least one alcoholic or non-alcoholic beverage, two air-conditioned racquetball courts, two tennis courts, and a fully equipped weight room. A free shuttle service will be provided to the nearby beach, shopping malls, and restaurants. The Sheraton has an all-night deli, two restaurants, two bars, and a disco on the premises.

The dates for the Regional Cluster summer session and the 1991 Summer Institute have remained unchanged, July 8-25 and July 28-August 3, 1991, respectively. Information regarding reservations, the summer institute, and the hotel will be sent in the mail.

HIGH-TECH "ADVICE"

This article provides essential guidelines for those who are interested in pursuing high-technology careers. Those readers wishing to learn how to profit from the information revolution, while avoiding hard work, should also continue reading.

WHERE TO LOOK FOR EMPLOYMENT: A good rule is to avoid any company that uses a great many computers to run its business. The problems companies try to solve with computers are even less interesting than computers themselves.

If you have to work for a computer user, here are some guidelines for selecting an appropriate employer:

- The company should have the most obsolete computing equipment in the industry. This shows a proper view of the value of computing.
- The funds spent on computing should be controlled by a fiscal officer at least 75 years old. He will not fret about why you are not suggesting computer solutions.
- The computer activity should be a part of an enormous bureaucracy that has a reputation for being completely unresponsive to the needs of the operational departments of the company.

THE WORKING ENVIRONMENT: If you are considered a computer expert, you must pay attention to external appearances. There are fundamental rules for going about this:

- Keep your desk constantly cluttered with papers and articles. This suggests you are into "learning by doing."

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DIRECTOR'S TEAM MEETS

The Director's Team is an advisory group representing various constituencies associated with Programs for Higher Education. This year's members include Patrick O. Chambers, 1990-1991 Graduate Fellow; Charles W. Collins, Regional Cluster Representative; Ralph W. Donaldson, Graduate Student Council President; John Davitt, College President Representative; Richard M. Goldman, CAE Dean; Grady Grizzle, LRA Representative; Barton R. Herrscher, MARP Adviser Representative; S.V. Martorana, Specialization National Lecturer Representative; Jane Matson, Central Staff Adviser; Peter K. Mills, PHE Associate Director; Ross E. Moreton, PHE Director; Ronald A. Newell, Practicum Report Evaluator Representative; Valda Robinson, Central Staff Adviser; Phillip M. Woolf, Cluster Coordinator Representative; Kenneth E. Varcoe, Core National Lecturers Representative; Warren Groff, Central Staff Adviser; Vesna Ostertag, 1990-1991 Graduate Fellow; and Thomas H. Quinlan, Central Staff. The following represents the highlights of the Director's Team February 1991 meeting agenda.

The implementation of the concentration option was one of the items of discussion. It was decided that academic administration, student affairs administration, curriculum and instruction, finance, institutional development, educational technology, systems analysis/evaluation/research, human resources development/training and education, and general institutional administration will be the approved concentration areas. Students will express their concentration by accomplishing at least three of their practicums and the MARP in topics related to the concentration. It is recommended that students select a mentor as an additional resource. PHE would not be involved in the selection of mentors. The PHE "Individualized Evaluation" (accomplished after the MARP proposal is approved) would be adopted to incorporate statements supporting the practicums and the MARP relationships to the concentration. The Associate Director will use this information to certify the concentration to the Nova University Registrar for placement on the graduating student's transcript.

The President of the Graduate Student Council, Ralph Donaldson, discussed a number of issues that emerged from the council's July meeting. Donaldson emphasized the need for better and more communication between faculty, staff, and students. He noted that PHE students receive uneven levels of service from cluster to cluster. A student handbook was suggested as a way of making available standard PHE information.

The Director's Team agreed that the comprehensive exam eligibility requirements should be changed to correspond to the new program changes, which consist of adding one core seminar, for a total of eight, and the deletion of one practicum, leaving the total of four. Students will be allowed to apply for the comprehensive exam after completing six seminars and receiving full approval of three practicums. Eligibility for assignment to a MARP committee will be successful completion of the comprehensive exam, seven seminars, and three practicums. For students who remain on the seven-seminar/five-practicum plan, assignment to a MARP committee will continue to take place after completion of six seminars and four practicums.

The new *Guide to the Major Applied Research Project Process* and the *Research Methodology* study guide were reviewed. The general feeling was that the MARP guide was a major improvement over the previous edition. The research study guide will be amended to reflect a series of improved statements regarding types of research, prior to being released in April.

COMPREHENSIVE EXAM UPDATE

On January 21, 1991, 15 students sat for the comprehensive exam which was administered at the local clusters and other selected locations. Seven students passed the exam, five received the grade of "unacceptable" and two who sat for the exam for the second time received grades of "no pass." Since the beginning of the comprehensive exam requirement in July 1989, 86 individuals have taken it; 13 (15%) have failed on the first try; 2 (.02%) have been terminated from the program for a subsequent failure.

Comprehensive Exam Question January 21, 1991

Background (Read Carefully)

You are a member of a delegation organized by the U.S. Department of Education to visit the USSR and the People's Republic of China. The mission of the delegation is to acquaint leaders of government responsible for formulating the national policy direction of postsecondary education in those countries, as well as leaders in postsecondary educational institutions and training centers that are operating there, with the American approach to education in *your area of specialization*. You have been commissioned by the delegation chief to prepare a "briefing paper" to be translated and distributed to officials of government and to administrators and faculty leaders of institutions that the delegation will be visiting. These will include government offices such as the Ministries of Education, International Affairs, Industry, and Commerce and such postsecondary educational and training institutions as vocational/technical training centers, community education centers, advanced schools of technology, polytechnic universities, specialized professional schools, and universities. The purpose of the paper is to provide:

1. A brief, concise, and accurate description of the *current status* of the part of American education that is pertinent to your specialization,
2. the identification of *those aspects* of it that should be particularly noted and emphasized to assure clear

- understanding of the American condition (approach and status) by foreign-based policy leaders who are assumed to be unfamiliar with the American economic, social, cultural, and political framework for postsecondary education and the approaches used in this country,
3. a statement about the *strengths* of the American approach,
 4. a statement about its *weaknesses*,
 5. a brief discussion of trends in this segment of American education and of the factors generating those trends, and finally,
 6. a brief statement of recommendations that are being advanced to improve the status and effectiveness of this sector of postsecondary education in America.

Assignment:

First, state *your area of specialization* in the Nova University program. Then, develop and present the required "briefing" paper. Remember, you have just three to four hours to do this, so think it through carefully and organize your thoughts about the content to be included; choose thoughtfully to make your paper as tightly constructed and substantively informative as possible within the time constraint allowed. Document the views expressed, the observations made, and the positions taken in your presentation and cite the sources that are used.

COMP EXAM RE-TAKE

The comprehensive exam question administered on January 21, 1991 and described in this article created much controversy among PHE staff and examinees who did not receive satisfactory grades. The dispute centered on the clarity of the wording relative to the meaning of "your area of specialization," as stated in the question. It seems that several students interpreted the specialization in the context of their jobs rather than the intended PHE specializations: higher, adult, and vocational, technical and occupational education. This misunderstanding caused a high percentage of

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- Write memos about anything. Choose subject headings no one will understand and ensure that the body is relevant to the subject.

- Always express concern and anxiety to your colleagues. Never be pleased with any technical decision your institution or business has made.

- Promise anything. Management forgets.

ON BECOMING A GENERALIST: Being a generalist is a long-term goal. It takes time (but happily, very little effort). What is a generalist like? First, he or she knows almost nothing about every aspect of computing, and can use jargon words in apparently correct sentences. Second, generalists are like designated hitters because they demand high salaries and go on forever. A generalist claims to have tried everything and to now know better. A generalist can also imply that any aspect of computing not known to him is not worth knowing, or dangerous.

(See our next issue for how to choose the best computer specialty and begin doing truly advanced work.)

Excerpted from "Computer Literacy," by *Miami Herald* Columnist Dave Barry

THE RUSSIANS ARE COMING...

Sixteen top officials of the hotel industry in the Soviet Union arrived at Nova University February 8 for a four-week visit to study modern American hotel management, according to Donal Dermody, Director of Hospitality Management. In addition to receiving instruction, the Russians were escorted to a number of South Florida hotels restaurants, resorts, recreation areas, and food industry plants.

This group is the first of many groups to participate in this Nova University program throughout the year. Each succeeding group of visitors will be composed of top management professionals from the Soviet hospitality industry.

In trying to develop their tourism industry and hospitality trade, the Soviets have come to one of the prime locations in the world. With Broward County's 28,000 rooms and 4.7 million yearly visitors, there is much for them to observe.

SCHOLARSHIP AWARD

Cook County College Teachers and Professional Members Union Local 1600, Malcolm X College Chapter in Chicago, has named a scholarship after Dr. Emmett John Cosey, Ed.D. (1981) who passed away on January 2, 1990. Cosey, a bacteriologist at the Chicago Water Filtration Plant, was an adjunct faculty member of the staff at Malcolm X College.

PRACTITIONERS IN THE NEWS

PHE GRADS ACTIVE IN THE FIELD

MARJORIE A. BANEY (1988) conducted an invitational workshop in "The Social Workers' Guide to the Galaxy of Ethical Issues in Everyday Practice" at the Social Work '90: National Association of Social Workers' Annual Meeting of the Profession on November 14, 1990 in Boston.

JAN CRADDICK (1988), Chair of the Liberal Arts Division at Sheldon Jackson College, was one of the first two faculty members to be awarded the academic rank of full professor at that institution. The rank was granted on the basis of professional maturity, level of commitment to the institution, and length of continued service at Sheldon Jackson College.

W. WILLIAM FREEMAN (1984) recently retired from the New York State Education Department after 23 years of service as Regional Supervisor of Continuing and Community Education. In his new career, Freeman is a marketing representative for the Institute for Life Coping Skills, a non/profit organization at Teachers College Columbia University.

JAMES KOLE (1987) has had the following papers selected for inclusion in the ERIC Clearinghouse on Higher Education: *Resources in Education*, December 1990, "Programs for Higher Education: Regional Student Orientation Manual"; "An Evaluation of the 1986 Nova University Programs for Higher Education Summer Institute"; "Development of De-Isolation Strategies for Nova University Programs for Higher Education Regional Cluster Students"; and *Resources in Education*, January 1991, "Development of an Instrument to Assess Attitudes toward Independent Learning of Adult Students."

EUGENE V. KRAY (1977), Dean of University College, West Chester University, West Chester, PA, was elected President of the Chester County Chamber of Commerce, which has a membership of more than 2,600 businesses.

HELEN R. KUHN (1988), Coordinator of the Satellite Nursing Program at Gateway Community College in Phoenix, AZ, has joined the Nova University General Education Module (GEM) Program as a Practicum Adviser. Kuhn has also recently been appointed to the Advisory Board of the Vocational Technical Department of the Aqua Fria Union High School District.

WILLIAM KUNZE (1984), Counselor/Professor at Glendale Community College, Glendale, CA, has been named Veterans/Athletic Outreach Counselor at his institution.

LUCERO JOHN (1990) was assigned as an Assistant Professor at Kansas State University for the 1990-91 academic year. Lucero is also teaching courses at Fort Hays State University in social work practice and social welfare as a social institution.

MARY L. TURGEON (1985) has been appointed Assistant Professor of Research at the College of Medicine, State University of New York (SUNY), Syracuse, NY. In October 1990, Turgeon made a presentation, "Hepatitis C Virus" at the Medical Grand Rounds at the Guthrie Health Care System in Sayre, PA, where she was Assistant Director of Medical Education. Her latest publication is "Unraveling the History of Non-A Non-B Hepatitis: The Role of the Hepatitis C Virus," *The Guthrie Journal*, (1990 Winter,) 59, (1).

ESPERANZA VILLANUEVA-JOYCE (1985), Assistant Professor at the University of Texas Medical Branch in Galveston and a Captain in the United States Army Reserve Nurse Corps, recently completed training in the treatment of medical casualties in addition to completing basic officers' training at Fort Sam Houston in Texas.

TONY ZEISS (1979), President of Pueblo Community College, recently edited two books, *Economic Development: a Viewpoint from Business* and *Building Literate Communities*, prefaced by Barbara Bush, both for AACJC Press.

PHE STUDENTS ON THE GO

MAX BROMLEY (Tampa) is coauthor with Dr. Leonard Territo of a new book, *Crime and Justice in America: A Human Perspective*, published by West Publishing Company.


BEN HILL (Philadelphia), a Captain in the United States Army, was deployed to Saudi Arabia as a Chemical Warfare Officer.

VESNA OSTERTAG (Regional) has had a paper, "The Effects of Socio-Political Changes in Europe on Military Education," written for Societal Factors Affecting Education, published in ERIC.

WILMA PATTERSON (Phoenix), a biology/science instructor at the South Mountain Community College, was featured in an article, "Wilma Patterson Reaching for Higher Education," in the *Arizona Informant*. Patterson spoke extensively about her experiences in Programs for Higher Education and recommended the program to other professionals.

1991-92 IS THE YEAR OF THE LEARNER

Every year should be "the year of the learner." However, the Programs for Higher Education (PHE) administration has chosen 1991-92 to focus special attention on this individual. Education, like other service agencies, must never lose sight of its mission--to help train and educate boys and girls, men and women. Struggles with budget, state licensure, accreditation issues, curriculum changes, personnel, and other everyday concerns about "keeping the train on the track" make it easy to concentrate on topics that blur or even obscure the main goal--service to the student. PHE administrators are proud of the stellar position Nova University holds in the education community. We are also proud of the faculty and staff who so admirably serve each PHE student. However, that most important person, the student, must continue to be our North Star--our single point of reference.



Ross E. Moreton
PHE Director

March 1991



MARP PROPOSALS

The following students have had their MARP proposals approved between December 10, 1990 and March 1, 1991. Congratulations on your progress!

Roger Bourassa
(Massachusetts)

Susan Chattan Dabb
(Tampa)

Robert Cinnamond
(Regional)

Michael Cupples
(West Florida)

David L. Cook
(Tampa)

Letitia Fisher
(Philadelphia)

Essie Harris
(West Florida)

David Iadevaia
(Phoenix)

Paul Nilsen
(Phoenix)

Dagmar Pelzer
(South Florida)

Mark Phillips
(South Florida)

Joyce Rochlin
(Philadelphia)

Sylvia Rosenthal
(South Florida)

Regina Studwell
(Regional)

Best wishes on your MARPs.

HELPFUL HINTS FOR THE PRACTICUM PROCESS

from the Practicum Report Evaluators

During the February meeting, the practicum report evaluators discussed many issues related to the practicum process. The following points represent some essentials that students should keep in mind when working on practicum proposals and practicum reports.

1. Any changes in procedures between the practicum proposal and the report must be explained in a cover letter.
2. The title should accurately describe the study and relate to the results.
3. Procedural steps and results must match, one for one.
4. The future tense is used in the proposal and past tense in the practicum.
5. Statistics must match the study and support the results.
6. Products (manuals, video tapes, course outlines, etc.) are not evaluated in the practicum process. What is evaluated is how the student handled the action evaluation, and implementation of the product.
7. The study should prove or disprove something. Preconceived results and recommendations should not be a part of the practicum process.
8. A practicum that is rated "out standing" must be made free of all errors by the student prior to being put on microfiche.
9. The practicum proposal must be sent in with the practicum report to the evaluator.
10. Students should ensure that the current (September 1990) transmittal form is used and that the top part is complete including the student's address.

CLUSTER COORDINATORS AND PRACTICUM EVALUATORS

"Fine Tune" the Practicum Process



During a joint meeting in the Sheraton Design Center Hotel in Fort Lauderdale on February 22-24, cluster coordinators and practicum evaluators collaborated on refining the practicum process. The new procedures that resulted from the meeting will improve the turnaround time and provide a more meaningful way of evaluating practicums.

After May 1, coordinators will send proposals directly to evaluators for review and comments, not to the central office. Effective immediately, students can begin sending only one copy of the practicum report in the transmission to evaluators. Evaluators will generally send a cover memo to students with their evaluation and grade in response to each practicum report submission. Students will always receive the completed evaluation form and grade. Evaluators will send copies of responses to students and to the coordinator/associate/LRA who has signed the proposal evaluation form. When resubmitting a revised practicum report, students are encouraged to submit a cover letter explaining the changes.

Materials submitted to practicum report evaluators should include:

1. The completed transmittal form (including the student's return address), with copy to the cluster coordinator;
2. One copy of the original practicum report;
3. One copy of the proposal with the evaluation and central reader's comments; and
4. A copy of the yellow evaluation form with the top part completed.

The evaluators decided that the most critical components of a practicum necessary for a "pass" grade are:

1. Adequate discussion of procedures;
2. The relationship of the results to the procedures; and
3. How the final chapter flows from and relates to the procedures and results.

The new policy changes will be reflected in the new edition of the *Guide to the Practicum Process*, which will be available at the 1991 Summer Institute.

More Help from I.R.S.

The Information Retrieval Service (I.R.S.) of Nova University is housing a microfiche collection (1980-1990) of practicums and MARPs for the Programs for Higher Education, spanning 1980-90. Students can obtain the listing of the documents and the order form from cluster coordinators. There is a fee of \$5 per microfiche. It is hoped that this service will provide PHE students with additional resource materials.

Those who receive copies of practicums and MARPs are advised that these microfiche documents are not necessarily good examples of proper writing style. Students should consult the latest PHE guides for development of practicums and MARPs.

CONFERENCES OF INTEREST

The George Mason University conference on Nontraditional/Interdisciplinary Programs will take place May 12-15 in Fairfax, VA. The conference provides a nationally recognized forum for exchanging information about the theory and practice of nontraditional and interdisciplinary education. One of the goals of this conference is to stimulate and improve interdisciplinary research and teaching by focusing, through paper presentations, workshops, and roundtable discussions, on the major theoretical and practical issues of nontraditional and interdisciplinary education. For more information, contact Sally Reithlingshoefer, Acting Dean, School of Continuing and Alternative Learning, George Mason University, (703) 323-2341.

The Council for Advancement and Support of Education (CASE) is sponsoring "Montreal, a World-Class Assembly" July 14-17 at the Queen Elizabeth Hotel in Montreal, Quebec. This fair provides a setting for the display of educational and high-tech wares. For more information, contact Marie Steele, CASE Exhibits, 2700 Prosperity Avenue., Fairfax, VA 22031, toll-free (800)336-4776.

Noel/Levitz National Center for Student Retention is sponsoring a 1991 National Conference on Student Retention, July 28-31, at the Marriott Marquis in New York City. Three different tracks dealing with issues of interest to top-level campus decision makers, individuals new to the field of retention, and experienced practitioners will be incorporated in the conference agenda. For more information, contact Noel/Levitz National Center for Student Retention, Inc., 902 E. Second Avenue, Coralville, IA 52241, or call toll-free (800)728-4700.

The American Association for Higher Education (AAHE) is sponsoring the Second National Conference on School/College Collaboration "Within Our Reach," June 23-26, 1991, in Atlanta, GA. The conference focuses will be on improving students' achieve-



National lecturer Dr. David L. Zierath (center) with Regional Cluster students in Memphis.

ment in preparation for college and on pooling resources to work toward common priorities. Interested individuals should contact Carol Stoel, Director, AAHE, Office of School/College Collaboration, One Dupont Circle, Suite 600, Washington, DC 20036-1110.

The National Conference on College Teaching and Learning is being sponsored by Florida Community College at Jacksonville May 11-14, 1991. The purpose of the conference is to bring together educators to share innovative ideas in areas of classroom teaching, assessment activities, learning techniques, and classroom research. For further information, contact Dr. Bill Martin, Associate Vice President, 501 W. State Street, Jacksonville, FL 32202.

The College Board Office of Adult Learning Services is presenting The National Symposium on Admitting and Counseling Adult Students May 8-10, 1991. The symposium will offer professional development opportunities for college administrators dealing with adult students. Information will be shared regarding marketing and recruitment; counseling and assessment; admissions and financial aid; and support services and retention. Contact Elena K. Morris, OALS Conference Director, at (212) 713-8101. Counseling and assessment; admissions

and financial aid; and support services and retention. Contact Elena K. Morris, OALS Conference Director, at (212) 713-8101.

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examinees not to pass. The issue was brought to the petitions committee for resolution. The committee decided to void the results of the examination for all students who did not pass and to allow them to sit for the next exam on April 27, 1991.

National Test Dates for 1991

April 27, 1991

(cluster sites)

July 27, 1991

(summer institute and cluster sites)

October 26, 1991

(cluster sites)

Contact your cluster coordinator for the "Comprehensive Exam Information Booklet," which contains the application form.

FACULTY PROFILE

Continued from page 1

When Pat is not teaching and consulting, she is mothering two teenagers, Christine, 18, and David, 16. Christine is a freshman in engineering at Tulane, her stepfather's alma mater. David is a sophomore at Westtown School, studying everything, including driving. Pat is married to John Fielder, an ethics professor at Villanova University. Yes, they met there while she was Director of Adult Services! John and Pat have collaborated on presentations and publications on the topic of ethics in continuing and adult education. Both love to travel and try to spend some time each year flying off someplace special. Pat plays some tennis, does lots of aerobics to keep in shape, reads mysteries when she can, and cares deeply about women's issues.

*** IMPORTANT NEWS ***

Starting February 1, 1991 Nova University Registrar hours will be:
Mon.-Thurs. 8:30 a.m.-7:30 p.m. (EST)
Fri. 8:30 a.m.-6:00 p.m.
Sat. 9:00 a.m.-noon

PETITION GUIDELINES

Cluster coordinators have been provided with guidelines for students who find it necessary to petition PHE for extension of various program deadlines and other academic concerns. The purpose of the petition guidelines is to assist both students and petitions committee members in rendering fair and equitable decisions based on sufficient and relevant information. Students are encouraged to follow the new procedures when filing petitions, effective immediately.

PRACTITIONERS IN THE NEWS

FACULTY NEWS

Dr. Patricia A. Lawler, National Specialization Lecturer in Adult Education, has written a workbook, *The Keys to Adult Learning Theory and Practical Strategies*, published by Research for Better Schools. The publication contains a synopsis of adult education theory and basic principles, along with many practical exercises that can be implemented in teaching adults.

Dr. Albert J. Pautler, National Lecturer for Curriculum and Program Planning, has edited a new book, *Vocational Education in the 1990s: Major Issues*, published by the Prakken Publications, Inc. The book contains 14 essays by leaders in vocational education and provides a comprehensive overview of all aspects of the field for the decade ahead.

Dr. Cornelius V. Robbins, President of the College of Agriculture and Technology of the State University of New York at Cobleskill, has joined PHE as a MARP adviser. Robbins's successful and varied career as a top college administrator make him a valuable resource for PHE students.

Dr. Valda M. Robinson, Coordinator of the PHE Tampa Cluster and Professor of Psychology at Hillsborough Community College, has become a MARP adviser. Robinson's extensive experience with PHE and its students will serve her well in this position.

Dr. Mark Rossman, Professor of Education and Director of Graduate Studies at Ottawa University in Phoenix, Arizona, will join the PHE faculty as a MARP adviser. Rossman's extensive experience with graduate students and adult learners at Ottawa University, Arizona State University, and University of Massachusetts makes him an outstanding addition to PHE.

Dr. G. Jeremiah Ryan, local Research Associate for the Philadelphia Cluster, is a presenter at the conference, "Recruiting the Adult Student: The New Majority," sponsored by CASE April 16-17, 1991 in Savannah, GA.

Dr. Clifford L. Shisler, Director of Research Grants and Contracts at Northern Kentucky University and a former PHE cluster coordinator, national lecturer, and practicum reader, has accepted a position as a MARP adviser. Shisler has an extensive background in research, publishing, and administration. His experience in serving on both master's and doctoral committees make him an ideal MARP adviser.

Dr. J. Brison Torbert, Associate Cluster Coordinator with the Phoenix cluster and a Lieutenant Colonel in the Arizona National Guard, has been deployed to the Persian Gulf where he is in charge of refuelling and maintenance of military airplanes. Torbert is also the chief flight systems evaluation officer for the Office of the Adjutant General, State of Arizona, a Master Navigator in the National Guard of Arizona, and an Adjunct Professor with Paradise Valley Community College.

Dr. Kenneth E. Varcoe, Assistant Vice-President for Student Affairs at Pennsylvania State University and PHE Practicum Evaluator and National Lecturer in Societal Factors Affecting Education, has become a MARP adviser. Varcoe's experience with Nova University and his expertise as a postsecondary educator will be of benefit to PHE students in yet another stage of the program.

**PROGRAMS FOR HIGHER EDUCATION
1991 SUMMER INSTITUTE**

THEME: "INTRAPRENEURSHIP IN POSTSECONDARY EDUCATION"
LOCATION: SHERATON DESIGN CENTER HOTEL, FORT LAUDERDALE, FLORIDA

Friday, July 26

9:00 a.m.-4:00 p.m. Director's Team Meeting

Saturday, July 27

9:00 a.m.-4:00 p.m. Cluster Coordinator/LRA Meeting
9:00 a.m.-1:00 p.m. Comprehensive Exam

Sunday, July 28

9:00 - 11:00 a.m. Faculty Meeting; Graduate Student Council
11:00 a.m. - noon Introducer's Meeting
1:00 - 2:00 p.m. Specialization Seminar Overview
2:00 - 5:00 p.m. Specialization Seminar Meetings
5:15 - 6:15 p.m. Cluster Meetings
7:30 - 8:30 p.m. Opening Reception

Monday, July 29

8:15 - 8:45 a.m. Welcome/Remarks - President Abraham Fischler
8:45 - 10:00 a.m. General Session, Keynote Address: Gifford Pinchot III (Consultant, Author, Internationally Known Speaker)
10:00 - 10:30 a.m. Break
10:30 a.m. - 12:00 noon Keynote Follow-Up Concurrent Sessions
12:00 - 1:30 p.m. Lunch Break
1:30 - 5:00 p.m. Concurrent Institute Theme Sessions - Structured Faculty Interaction
3:00 - 4:00 p.m. Presidents coffee Hour for Spouses/Guests
5:15 - 6:15 p.m. Cluster Meetings
7:00 - 8:00 p.m. President's Reception (By Invitation)

Tuesday, July 30

8:30 - 10:00 a.m. Specialization Seminar Meetings
10:00 - 10:15 a.m. Break
10:15 a.m. - noon Structured Roundtable Sessions - Trends/Issues
12:00 - 1:30 p.m. Lunch Break
1:30 - 5:00 p.m. Program-Related Sessions "Office Hours" with Faculty (LRAs, Practicum Evaluators, and MARP Advisers)
5:15 - 6:15 p.m. Cluster Meetings

Wednesday, July 31

8:30 a.m. - noon Specialization Seminar Meetings
1:30 - 3:00 p.m. Optional Activities (Under Consideration)

Thursday, August 1

8:30 - 9:45 a.m. Specialization Seminar Meetings
9:45 - 10:00 a.m. Break
10:00 - 11:00 a.m. Practitioners' Hall of Fame
11:00 - 11:15 a.m. Break
11:15 a.m. - 12:15 p.m. Practitioners' Hall of Fame, Repeated
12:15 - 1:30 p.m. Lunch Break
1:30 - 5:00 p.m. Concurrent Institute Theme Sessions
5:15 - 5:45 p.m. Cluster Meetings
7:30 - 8:30 p.m. Practitioners' Hall of Fame Reception (Faculty/Presenters Only/or by Invitation)

Friday, August 2

8:30 - 10:00 a.m. Specialization Seminar Meetings
10:00 - 10:15 a.m. Break
10:15 a.m. - noon Structured Small-Group Wrap-Up Sessions (Summary, Synthesis, Conclusions, Evaluation of Institute Week)
12:00 noon - 1:30 p.m. Lunch Break
1:30 - 5:00 p.m. Program-Related Sessions
3:00 - 4:00 p.m. Table Presentations -- Outstanding Practicum and MARPs
4:00 - 5:00 p.m. Wrap-up Meeting for Specialization Lecturers
5:15 - 6:00 p.m. Wrap-up Meeting for Cluster Coordinators
7:00 - 8:30 p.m. Cluster Meetings
Closing Reception

Saturday, August 3

8:30 a.m. - noon Specialization Seminar Meetings (Institute Concludes)

IMPORTANT NOTE: All students are expected to be on hand and in class by 1:00 p.m. on Sunday, July 28, and may not make travel arrangements to leave the Institute prior to the close of classes at noon on Saturday, August 3.

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