Building Deliberative Involvement with Local Government Officials

joyce gillie gossom, Ed.D
National Association of Branch Campus Administrators, NABCA@nabca.net

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joyce gillie gossom, Ed.D
Executive Director
National Association of Branch Campus Administrators

ABSTRACT

Who are your Local Government Officials (elected and managers) and how do their projects and staff they have impact your campus, center, district community, or region? What does your college or university have to offer that could bring economic development, jobs, and funding to your municipality (city or county)?

If you don't know the answers to these questions, then you and your municipality are probably missing out on productive and rewarding opportunities for collaboration. This article will help you begin building an effective model for involvement with local government officials by considering and answering five key questions:

- *Why* should you deliberatively build involvement?
- With *Whom* should you build involvement?
- *When* and *Where* should you be involved?
- *What* constitutes deliberative involvement?
- *How* can you build deliberative involvement? (A Model for Application)

INTRODUCTION

Do you know your local government (city and county) officials? Do they know you? Do you plan activities with them?
Do you meet with them on a regular basis? Most important, do you know their strategic goals? Do they know yours?

"Schools, colleges, and universities teach issue framing for deliberation in order to prepare students to be effective citizens" (Kettering, 2009, p. 13). Doesn't it make sense then, for branch and regional administrators, faculty, and staff to deliberatively build effective relationships with municipal officials that goes beyond "networking" or "meet & greet"? Shouldn't we, as campus administrators, be deliberative in the same ways we encourage our students to be?

During the five years I served as a City Councilmember on the Fort Walton Beach (Florida) City Council, I was amazed that local higher education administrators did not have established relationships with us. They didn't solicit our input, resources, support for enrollment and student services, offer

professional development opportunities for our staff, or learn what degree programs we knew were needed for the area. City, County, and State elected officials have access to staff, technology, communications, and grant funding that can result in unique and meaningful partnerships with higher education. Yet, local government officials are almost never approached until an administrator needs something. The lack of an established relationship too often means either missed opportunity or no reason for local government officials to want to support branch or regional administrator efforts. Because I have the perspective of both a branch campus administrator and an elected official, I have often been asked to provide some insight about why and how to change that.

Most higher education presidents and provosts focus deliberative attention at state and/or national levels – funding sources. Yet, the municipality (city or county) where your branch or regional campus is located can have the most direct impact on your ability to perform your regional mission and on becoming more self-sustaining and entrepreneurial. The reasons you should at least think about financial sustainability have become more and more imperative in the last few decades. "Based on the trends since 1980, average state fiscal support for higher education will reach zero by 2059, although it could happen much sooner in some states and later in others" (Mortenson, 2015, para 3). Since 1980, a majority of states have reduced higher education funding by 14.8% to as much as 69.4% (Mortenson, 2015). This decline has caused most public higher education institutions to increase internal fundraising and development efforts and to seek external partnerships to provide the programs and services that students need. Even more critically, branch and regional campuses and centers are often on the "bottom of the list" when it comes to funding, especially if they are not specifically funded by the state or institution and must rely on a parent campus for funding. That gives us an even greater urgency for having long-term, deliberative relationships with the leaders of our local municipalities.

Here are some things to consider. If your municipality recruits high skill/high wage business and industry, are you developing and promoting Science, Technology, Engineering, and Math (STEM) academic programs? Do you provide the programs (academic and professional) that local businesses need? Are you partnering with local businesses to establish scholarships, endowed faculty chairs, or laboratories and classrooms? Are you participating in economic development efforts with your municipality? Do you meet with prospective business owners and current CEOs to let them know what is available at your campus or center? Are you being included as part of site visit tours when target industries are brought into your area? If your municipality recruits lower skill/mid wage business and industry, are you developing and promoting career training in your local K-12 school system? More important – does your municipality know what you're doing and offering? Are you working together? If you are not doing all of these, you should be.

To begin building an effective model for deliberative involvement with local government officials, let's consider five questions:
- *Why* should you deliberatively build involvement?
- With *Whom* should you build involvement?
- *When* and *Where* should you be involved?

- *What* constitutes deliberative involvement?
- *How* can you build deliberative involvement? (A Model for Application)

WHY DELIBERATIVELY BUILD INVOLVEMENT?

Branch and regional campus administrators are accountable to the municipality for providing the programs, services, and research needed for current and future growth. Municipal officials are accountable to branch and regional campuses for providing strategic and purposeful management, performance, and quality service, which supports the current and future growth of higher education (Osborne, 2007). Having a branch or regional campus located within a municipality tends to attract business and industry; likewise, local government officials can bring a powerful mantle of support and opportunity for branch and regional campus strategies and goals.

Former Florida League of Cities President John Marks believes that when cities succeed, states succeed. Additionally, the economic success of states, nationwide, "begins with its cities" (Berrian, 2010, p. 10). If branch and regional administrators are not deliberatively involved, they cannot hold municipal institutions accountable, solicit from or provide advocacy for municipalities, or solicit and provide opportunity for municipalities. If municipalities are not deliberatively involved, they likewise cannot hold educational institutions accountable, solicit from or provide advocacy for educational institutions, or solicit from or provide opportunity for educational institutions.

Something else to consider is that students in higher education majors like recreation, engineering, criminal justice, education, accounting/finance, management, public administration, or building construction can have places for internships and apprenticeships in and perform research for municipalities and local school systems. Students can gain valuable experience and knowledge in how theory meshes with reality. Municipalities almost always need extra workforce and will benefit through enhanced performance by being able to take advantage of the most current technology, practices, and research offered at your campus.

While I was a branch administrator, our university worked with local government officials, military, and state officials to ensure that the innovative National Lambda Rail connectivity was brought through the county. As a result, not only did our university benefit from the high-speed Internet capabilities, but our branch locations and local citizens did as well. For me, it was a double "win" as a higher education administrator and later as an elected official. Had I not had the relationships with local and state officials, I never would have known the project was under development.

WITH WHOM SHOULD YOU BUILD INVOLVEMENT?

You want to build relationships with anyone and everyone whose operations have an impact on your campus or region. That includes regional and branch administrators at other institutions; parent institution administrators; city council, clerk, mayor, and city manager; school board and superintendent; county commissioners and county manager/administrator; and state senator and house representative.

Typically, to reach elected officials you contact them directly through their public email or phone. To contact municipal staff such as finance, human resources, recreation, or engineering you would go through the manager or mayor. Depending on the size and autonomy of your campus or region, state level relationships are usually developed at the parent campus level. If there are no relationships, work with your parent campus to begin building them. In some states, elected officials cannot meet to make decisions together outside of a scheduled and public meeting, so be careful about the guidelines for your state when you attempt to schedule meetings. Again, depending on the structure of your municipality, it may be best to reach out to the manager or administrator before contacting elected officials. You want the manager or administrator to be open to and aware of your approach because elected officials usually rely heavily on the knowledge and opinion of the manager or administrator.

Begin the initial contact by introducing yourself (if you aren't already known to each other) and share that you would like to talk about identifying mutually beneficial initiatives or opportunities to work on together. Share with him or her that you would like to be more deliberative in your relationship and schedule a time to meet. During your initial meeting, don't immediately jump into challenges and opportunities (smile). Instead, get to know each other. Listen to the things that are important to the local government official and share what is important to your campus or center. Suggest that you meet on a regular basis and look for opportunities to collaborate on current initiatives, rather than beginning with something new. Having an introductory meeting based on municipal purposes, goals, and/or need and campus

impact can be rewarding and beneficial for your campus and your municipality.

WHEN AND WHERE SHOULD YOU BE INVOLVED?

It would be optimal if you were able to meet with your elected officials and managers on a monthly or at least bi-monthly basis. You should at least attend the regular governing meetings of the municipality to remain visible and aware. That always gives you a few minutes before or after the meeting to talk with the manager/administrator.

Once the relationships are established, consider hosting joint events on your campus or at municipal venues for visiting dignitaries or special guests to your area, student awards, municipal employee events, and more. Partner with your municipality on programs and initiatives that don't immediately benefit your campus. Alternate the location of your regular meetings so that you visit each other's offices. That keeps both of you visible. Allow and encourage your faculty and staff to serve on municipal committees and boards; invite elected officials and municipal employees to serve on your advisory and other committees. Ask your municipal administrators for departmental tours and informal visits with personnel on an annual basis. Those tours and conversations will give you the opportunity to identify potential projects or initiatives for you to work on together. Provide space for hosting community meetings or hearings. Promote local government meetings, programs, and services; ask your local government officials to do the same.

Invite newly elected officials and newly hired senior municipal staff for a tour of your campus or center. Schedule time for them to talk with faculty, students, and staff;

share their strategic goals; and hear about what is important to you and your location. You should attend municipality strategic planning meetings and listen for ways your campus can help them reach goals. Invite your city manager or county administrator to do the same when you hold your strategic planning sessions.

WHAT CONSTITUTES DELIBERATIVE INVOLVEMENT?

Deliberative Involvement engages what Scott Paine (2009) calls the "heart, spirit, and mind." To engage the *Mind*, local government officials and campus administrators can collaboratively ask questions about decisions made in terms of how those decisions will affect *tomorrow* and contribute to the dialogue. "Officeholders benefit from public deliberations because the deliberations can provide essential information that goes beyond what polls and focus groups offer" (Kettering, 2009, p. 13).

Engaging the *Heart* balances individualism with communitarianism. Individualism describes the tendency to deal with our own problems internally. Communitarianism refers to the "communal dimension that underpins all human success" (Kettering, 2009, p. 155). When we balance the two, it can lead to achievement of strategy and goals for both your municipality and campus (Paine, 2009). "The most immediate reason for [deliberative involvement] is often to make decisions that will launch collective action . . . because no one group or institution can solve the problem alone" (Kettering, 2009, p. 11).

We engage the *Spirit* by requiring and giving leadership that "best meets the needs of the [campus]" (Paine, 2009, p. 157) by realizing it's not just about your campus or

municipality, it's about providing what is needed to the populations you both serve. There is great benefit that comes from asking questions and making decisions, or developing strategy and achieving goals. Deliberative involvement promotes a form of democracy. "That is a democracy in which [institutions] have a greater opportunity to shape their collective future through sound and just decisions" (Kettering, 2009, p. 10) and sound and just leadership. Being effectively and deliberatively involved with your local municipality means that you know the core purposes of the municipality as well as you know the core purposes of your campus. You are aware of what needs to be done right now and what emergencies your campus can assist with.

In 2010, the BP oil spill in the Gulf of Mexico affected our area. We provided several members from our Environmental Studies faculty to our municipalities for research, support, and input. The faculty members helped identify methods of diverting and preventing oil from directly impacting our municipal waterways, saving millions of dollars in cleanup and environmental damage mitigation.

MODEL FOR BUILDING DELIBERATIVE INVOLVEMENT

A good place to begin is by defining the core purpose and strategies for your campus and the municipality. Begin having conversations with your local government officials and other campus personnel to discuss purpose, challenges, opportunities, and strategies.

Start by discussing purpose:
- What are the core missions of your campus and municipality?

- Which constituent group is or would be most affected by the core missions?
- What strengths does your campus or municipality have?
- What do your campus and municipality already do well?
- What experience or expertise already exists within your campus and municipality?

Then consider options related to challenges or opportunities for strategic action:
- What's not working so well at the campus or in the local municipality?
  - Why do you care?
  - How will the campus or municipality be affected if this challenge is not met?
- What would you change about either, if you could?
- What could you do if there were no limits or constraints?
- What are other campuses or municipalities doing related to the challenges or opportunities?
- Given the input, what should be done about the current challenge?
  - What are the downsides of those actions?
  - What would happen to various stakeholders if that action were taken?
  - If you did that, would it be fair?
  - What could happen if you did that?
  - Would the campus be better off?
  - Would the municipality be better off
- How can you create an option that provides what everyone needs and that is within existing constraints?

- How could taking that action benefit the municipality and/or campus?

Next, select best possible option or options.
- Consider every feasible and initially fantastical option related to the challenge or opportunity.
- Consider what could be done if there were no limits or constraints.

Finally, develop strategic plans of action to move forward that clearly benefit both entities and their constituents.
- Identify stakeholders and contributors.
- Define an Optimal strategy, Satisfactory strategy, and Minimal strategy.
- Define what is not "okay" under any circumstance.
- Build a timeline to initiate actions to take.

Deliberatively building a relationship and working with municipalities takes time and energy. It means adding *something* else to your already full schedule. Allowing and encouraging your faculty, students, and staff to serve on municipal and civic committees or boards requires juggling and shifting schedules and responsibilities. Just remember, it's all worth it. Given attention and time, the relationships you build with your local municipality will yield fruitful results… for both of you!

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Adults in Transition: An Appreciative Approach to Admissions and Orientation at Two-Year Colleges

Brad T. Pulcini
Ohio University, bp838113@ohio.edu

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Adults in Transition: An Appreciative Approach to Admissions and Orientation at Two-Year Colleges

Brad T. Pulcini
Assistant Dean of Student Engagement and Director of First-Year Experience
Ohio Wesleyan University

ABSTRACT

As the number of adult students deciding to pursue post-secondary credentials at branch campuses and two-year colleges continues to grow, colleges must meet the needs of this population. Adult students come to college with unique personal barriers and challenges that have the potential to negatively impact their ability to successfully transition to college. If adult students do not transition to college successfully, it could negatively impact their persistence and graduation rates. This article proposes an Appreciative approach that can be used to develop an Appreciative Admissions meeting and an Appreciative Orientation program that meets the unique needs of adult students. Recommendations for how branch campuses and two-year colleges can undertake this work with their adult student populations are also made.

INTRODUCTION

According to the National Student Clearinghouse Research Center (2012), adult students now make up 38% of the post-secondary population. This article will use the National Student Clearinghouse Research Center's (2012) classification of adult students, which is defined as students 25 years of age or older. The majority of adult students choose to enroll in two-year colleges, and in turn branch campuses, to obtain their credentials and meet their educational goals due to the convenience, access, and affordability these colleges provide students (Frey, 2007). Most adult students enrolling in college decide to attend part-time. The National Center for Educational Statistics (2014) reports that in the fall of 2011, students 25 years old and over made up 29% of full-time enrollment, and 48% of part-time enrollment at two-year public institutions. Adult students continue to be a growing minority population in higher education.

The increase in adult students' enrollment has not correlated with increases in persistence and graduation rates for this population. The National Student Clearinghouse Research Center (2014) reports that nationally, the fall 2012 traditional student cohort had a 62.89% retention rate and the fall 2012 adult student

cohort had a retention rate of 45.24%, roughly 18% lower than the traditional student cohort. Additionally, knowing that a number of adult students decide to enroll part-time, national data shows that part-time students in higher education only have a first-year retention rate of 39% (NSCRC, 2014).

Branch campuses and two-year colleges should create and implement transitional experiences directed at the adult student population. "For this to be possible we must move beyond *what* adult students experience to an understanding of *why* and *how* they experience this" (O'Donnell & Tobbell, 2007, p.314). In order to accomplish this, branch campuses and two-year colleges need to understand why adult increases in adult enrollment are increasing. They must also identify adult students' barriers, challenges, and lack of resources, and not expect them to acclimate to a system designed to support full-time students who tend to be younger (Pusser, et al., 2007).

The enrollment data that has been presented indicates that adult students are not persisting and graduating at acceptable rates. Branch campuses and two-year colleges must evaluate the transitional experiences adult students encounter on their campuses. These transitional experiences are vital in setting adult students up for success in college. Transitional experiences for adult students should focus on the students' strengths, hopes, and dreams. This paper recommends that student services administrators at branch campuses and two-year colleges should have an understanding of positive psychology and Appreciative Inquiry; and create Appreciative Admissions meetings and Appreciative Orientation programs through the use of a newly proposed ADULT model. By doing so, institutions lay the foundation for a positive

transition to college for adult students, allowing students to believe in their ability to persist while recognizing their strengths, hopes, and dreams.

ADULT STUDENTS IN HIGHER EDUCATION

The Truman Commission on Higher Education issued a report in 1947 entitled *Higher Education for American Democracy.* This report laid the foundational groundwork that would lead to the development of community colleges and open access institutions. Through the dramatic effects of the GI Bill, and the women's and civil rights movements, adult students have gained an increase presence in higher education that has changed the culture on a number of college campuses (Kansworth, 2003). Having a basic foundation of why adult students are deciding to enroll in college will direct branch campuses' and two-year colleges' work with this population.

For many adult students, the decision to attend college is the result of a key life transition or change. This transition fosters new perspectives or understandings which creates conditions in which college is viewed as a necessity (Kasworm, 2003). For example, some adult students may have recently lost their job due to downsizing and are acknowledging that they need some sort of post-secondary credential to compete in the job market. Aslanian (2001) found that the primary reason adult students decide to enter or return to college is mostly related to employment, and a majority of these students will enroll part-time. For these students, attending classes could become an additional stressor to that of losing a job and income (Hardin, 2008). Other adult students may be going through the personal transition of losing a spouse or going

through a divorce. These students may find that in addition to any personal issues that may arise from such a loss, they are now being forced to enter college in order to improve or maintain their life situation (Hardin, 2008).

Adult students view post-secondary education as opening up a new world for them. They believe that a college education promises new skills, knowledge, and expertise (Chao & Good, 2004). The challenge then becomes for branch campuses and two-year colleges to develop transitional experiences that are welcoming, supportive, and gives adult students a basis for which to be successful. In their work with adult students, colleges should not see them through a deficit lens, but focus on the students' strengths, hopes and dreams.

VIEWING ADULT STUDENTS THROUGH A DEFICIT LENSE

The adult student population continues to be a population that is understudied in comparison to traditional students. The research that does exists, typically focuses on adult students' characteristics, and relates them to personal, situational, and institutional barriers that these students will face in their pursuit of a college degree (Bean & Metzner,1985; Frey, 2007; Pusser et al., 2007; Zisker, 2014). Some common characteristics of adult students include: delayed college entry, being a single parent, having dependents, being financially independent, not having a high school diploma, and working-full time while attending classes part-time (Ross-Gordon, 2011). Barriers that adult students may face include: the lack of finances, lack of academic preparation, and overwhelming family situations (Spellman, 2007).

Because of these characteristics and barriers, adult students are most likely to stop-out from college within their first year of enrollment (Hardin, 2008). It is no surprise then that colleges tend to designate the adult student population as *at-risk*. This designation encourages college faculty, staff, and administrators to view this population through a deficit lens, focusing on adult students' challenges and barriers in their work with them. Branch campuses and two-year colleges should instead identify how they can work with a student through utilizing their strengths, hopes, and dreams to create a path towards educational goals. This can be accomplished through an Appreciative Inquiry approach, which has its roots in positive psychology.

POSITIVE PSYCHOLOGY & APPRECIATIVE INQUIRY

Recognizing the positive experiences and individual traits of their adult student population, institutions can cultivate a positive experience for students that can facilitate student development. Generally, higher learning institutions cannot remove negativity from a student's life, but they can cultivate positivity. There is mounting evidence in the psychology field that demonstrates the effectiveness and efficacy of positive interventions aimed at cultivating engagement, meaning, and pleasure (Duckworth, Steen, & Seligman, 2005).

Appreciative Inquiry is a process for generating positive change in every setting in which it is used. Appreciative Inquiry practitioners accomplish this by focusing their work on what is working well and by engaging individuals by asking questions and encouraging the telling of stories (Cockwell & McArthur-Blair, 2012). This shift in focusing on the positive and what is working well generates energy and

motivation within individuals, allowing them to move more effectively toward the desired outcomes. Appreciative Inquiry will identify the positive core and connect to it in ways that sharpen vision, heighten energy, and inspire an action for change (Cockwell & McArthur-Blair, 2012).

Cockwell & McArthur-Blair (2012) consider hope to be a meta-outcome of Appreciative Inquiry. This meta-outcome is an effect that occurs outside of the original goal of implementing Appreciative Inquiry. For example, by utilizing Appreciative Inquiry/Advising practices, an academic advisor's main goal in working with an at-risk student is to co-create an educational plan that guides the student through their educational journey. Hope can become an effect that occurs outside of the academic advisor's initial goal, since the student may now view their situation or educational journey through a hopeful lens. An understanding of the concept of hope and its importance will be necessary as branch campuses and two-year colleges consider how to utilize an Appreciative mindset in their approach to support adult students through the admissions process and orientation.

THE CONCEPT OF HOPE

The ability to have a hopeful view can rearrange how individuals interact, process and solve problems, and undertake work with other individuals (Cockwell & McArthur-Blair, 2012). Branch campuses and two-year colleges will need to identify how they can cultivate and establish hope in adult students during their transitions to campus. This will be important, for when students have hope, they are more likely to persist despite barriers and challenges that could be working against them (Snyder, Shorey, Cheavens, Pulvers, Adams III, &

Wiklund, 2002).

Students who experience higher levels of hope tend to produce more routes to their goals and have an increase in mental agency to apply these routes (Snyder, et al, 1991). When working with any identified at-risk student group, such as adult students, the creation of additional routes to goals by increasing hope will be important. This is especially true since the adult students attempting to transition and enroll in college may experience a number of roadblocks to getting started. A goal of branch campuses' and two-year colleges' work with adult students during the transitional stages should be the cultivation of hope within the student that will guide them throughout the enrollment process. This can be done by applying an Appreciative Inquiry philosophy to the development and implementation of two-year colleges' admissions and orientation processes for adult students.

APPRECIATIVE ADMISSIONS IN HIGHER EDUCATION

Bloom, Flynn, and Edington (2015) have introduced Appreciative Admissions as a new theoretical framework that admissions professionals in higher education can use to guide their interactions with prospective students. Appreciative Admissions is based on the Appreciative Advising theory-to-practice framework and is used to build positive relationships with prospective students as a way of increasing the effectiveness of an institution's recruitment efforts (Bloom et al., 2015). This is accomplished by applying the six phases of Appreciative Advising to admissions professionals' work with prospective students (Bloom et al., 2008).

The Appreciative Admissions framework is meant to be applied to many different

student populations. This article argues for an Appreciative approach that admissions professionals can use at branch campuses and two-year colleges to guide their conversations and interactions with adult students during the admissions meeting. This approach uses the acronym ADULT, and uses theories from Cockwell and McArthur-Blair's (2012) ALIVE model and the Appreciative Admissions and Advising approaches. An understanding of the ALIVE model will be useful before examining how to apply an Appreciative approach to student services admission and orientation work with adult learners.

THE ALIVE MODEL OF APPRECIATIVE INQUIRY

The ALIVE model is meant to be applied to individuals who are experiencing difficult or challenging times. ALIVE is an acronym that means to Appreciate, Love, Inquire, Venture, and Evolve (Cockwell & McArthur-Blair, 2012). The ALIVE model is meant to be a reflective practice that lets the individual work through its five phases in order to work through their challenge and to live authentically, being fully alive and present (Cockwell & McArthur-Blair, 2012). A brief description of the model is described below.

Through the application of the ALIVE model, individuals are encouraged to: see and value the best in others, organizations, or institutions; form close relationships in order to face the reality of a situation as well as its limits and possibilities; learn to ask questions of themselves and others to appreciate the possibilities in a challenging time and to put problems into a different context; to venture forward, especially in a time of challenge; and to trust that the process is going to work (Cockwell & McArthur-Blair, 2012). The ALIVE model

does not focus on the outcome, but on the journey through challenging times no matter what the outcome (Cockwell & McArthur-Blair, 2012). Student services administrators and professionals at branch campuses and two-year colleges should explore how to take an Appreciative approach in working with their new adult students on campus. To direct this work, the acronym ADULT is introduced below.

APPRECIATIVE APPROACH TO WORKING WITH ADULT STUDENTS

The acronym ADULT stands for Appreciate, Dream, Understand, Learn and Discover, and Trust and Transform. This Appreciative approach to working with adult students blends phases, concepts, and theories from Appreciative Inquiry, the ALIVE model, and Appreciate Admissions. The Appreciative approach is a reflective practice that will allow adult students to focus on the positives in their lives and cultivate a sense of hope. The goal of the ADULT approach is to bring the students to a realization that they can successfully navigate the collegiate landscape to reach their goals and dreams. Student services administrators and professionals in admissions will be encouraged to work with prospective adult students they meet with during the admissions process to work from A to T, but their interactions with the student will direct what order to address the different phases of the acronym.

APPRECIATE PHASE

When meeting with prospective adult students, admissions professionals need to make sure the student is fully aware of the work that is going to be involved in their attempt to reach their educational hopes and dreams. This typically happens today during admissions meetings throughout the

country. I recognize the importance of forming this reality, but this phase goes beyond this when working with adult students. Admissions professionals need to guide adult students to recognize and appreciate any potential positives in their lives and current situations, as well as the positive opportunities that attending college presents. Adult students need to see the best of themselves, in order to gain the confidence to move forward in the process.

For some, trying to identify the best in their life might be difficult, since typically it may be a negative experience or situation that is leading the person to college. Admissions professionals should ask questions of the prospective adult student that focuses on what in their life they enjoy, or makes them happy. Admissions professionals should direct the adult student to focus on any positives in their life, no matter how small or insignificant they may be. Some prompts and questions admissions professionals can use in this phase could include:

- Describe to me a joyful time in your life. Focus on what about it made you happy.
- Think of your role models in your life. Why is this person(s) important to you and how do they influence your decisions?
- Tell me about a success in your life you are proud of. What is something positive that came out of this success?
- Why are you deciding to pursue your degree now? What or who is influencing you?
- What outcome do you hope to achieve, and how do you see it impacting your life positively?

By asking these prompts and questions, admissions professionals are starting a conversation with the adult student and establishing rapport which will be important

later in the model. Additionally, this is similar to the Discovery stage of Appreciative Advising, where you are getting to know the adult student you are working with better, and are gaining an understanding of their background, hopes, and dreams.

Ultimately, this phase is helping to guide the student to appreciate things in their life, both past and present, and to carry that appreciation into their current situation. The goal is to get the student to appreciate the situation they are in as an opportunity to return to school to reach their goals and dreams. In reframing this appreciation, the student may be able to better navigate the challenges and barriers that are sure to occur during their academic journey. The admissions professional through this process is also laying the foundation for the establishment of a positive relationship that will be important as the student progresses through the model to the final phase of Trust and Transformation. That stated, the next step in admissions professional's work with the prospective adult student will be to focus on their dreams.

DREAM PHASE

As discussed previously, the Venture phase of the ALIVE model aids the individual in looking forward and ahead to what is possible. The Dream phase encourages the prospective adult student to share their dreams in life, and how the attainment of a college degree will help them fulfill that dream. This allows the student to lay the foundation for creating a positive mental image of their future (Bloom et al., 2008).

Admissions professionals currently are used to focusing on what major a student may be interested in to guide their conversations in regards to goals. I suggest that admissions

professionals do not focus on the prospective adult student's major, but on their dreams, goals, and objectives for pursuing a degree. Doing this will encourage the student to look ahead and pass the current situation that they are in, focusing on a positive outcome. A discussion on major then becomes a byproduct of the dream discussion. Once the student shares and establishes their dreams, the admissions professional should then work on helping the student create an understanding of what support systems will be available to the student in order to reach those dreams.

UNDERSTAND PHASE

Admissions representatives will work with adult students next to understand the support and resources that will be available to them throughout their educational journey. In this phase, the admissions professional is trying to bring the prospective adult student to an understanding that they will not be alone in their educational journey. The admissions representative does this in order to calm any doubts, fears, or anxieties the adult student may be feeling about enrolling or returning to college.

Admissions professionals at this stage will introduce the prospective adult student to the different people and resources that are available to them on campus. Additionally, the admissions professional will convey to the student that they will be their personal contact and support person as they navigate the admissions and enrollment process. The admissions professional should use hopeful language, and convey to the prospective adult student that they believe in their ability to attend college and be successful. This is important since we know that the student's perception of themselves and their beliefs about others' perceptions of oneself shape

not only their internal psychosocial structures, but also their interactions and responses with their social environment (Pascarella & Terenzini, 1991). In order to persist through the transitional stages to enrollment, adult students must believe in themselves, and come to an understanding that others have a belief in their abilities to attend college as well.

LEARN AND DISCOVER PHASE

Admissions professionals throughout the process have been engaging the prospective adult student in dialogue. The continuation of this dialogue is important in this phase, as the focus will shift to a conversation on the possibilities of success, even in the face of limitations or concerns that the adult student may still have. Just as in the Inquire phase of the ALIVE model, admissions professionals are encouraging the prospective adult student to ask questions of themselves and of others to appreciate the possibilities in a challenging time and to put problems into a different context. This is especially important since Bean and Metzner (1985), in their seminal work on the reasons of college departure for nontraditional students, found that environmental factors, such as finances, hours of employment, family responsibilities and opportunity to transfer, have a greater impact on departure decisions than do academic variables.

The admissions professional is having the prospective adult student focus on what is possible, even though there might be perceived personal and institutional limitations to their degree attainment. Admissions professionals should encourage prospective adult students to focus on what is possible even within certain limitations. By doing so, they are encouraging a dialogue about what can be done or

undertaken to generate a more positive future for the student. Once, the prospective adult student and the admissions professional come to an understanding of the perceived limitations, then a conversation can occur on how the college, friends, family, neighbors, and support systems that were identified in the previous phase can aid the student to overcome these perceived limitations.

TRUST AND TRANSFORM PHASE

This phase builds on the phases that have come before it as the admissions professional guides the prospective adult student to believe that they have the tools and support available to them to trust their decision to attend college, and to navigate the educational journey and process. The adult student is establishing trust with their decision to venture forward and start the educational journey towards their dreams. The student decides to make the transition to a college student.

The admissions professional will provide the student with a roadmap that will allow the student to navigate the remaining admissions process (application, financial aid, orientation, etc.), and will provide the student with their personal contact information if they have additional questions or concerns later. Additionally, it is recommended that the admissions professional reach out to the student within 48 hours of the meeting to check-in, and to offer further hope and encouragement. The prospective adult student's transition to college will further be supported by an orientation program that will continue to build on the prospective adult student's positive energy that was cultivated through the ADULT approach. Branch campuses and two-year colleges will need to evaluate their current orientation programs to

examine how to incorporate the philosophy and phases of the ADULT approach to create an Appreciative Orientation program.

USING THE ADULT APPRECIATIVE APPROACH TO DEVELOP AN APPRECIATIVE ORIENTATION PROGRAM

Branch campuses and two-year colleges will need to implement an orientation program that continues to build on adult students' strengths, hopes and dreams. Orientation can be seen as the defining moment in the transition to college for the student (Upcraft, Gardner, & Barefoot, 2005). During orientation, the foundation and basis for academic success and personal growth can be established. This can be seen as the beginning of a student's educational experience.

Orientation programs at branch campuses and two-year colleges tend to reflect the population that they serve. One of these populations is adult students. Orientation programs at branch campuses and two-year colleges tend to be sensitive of students' time commitments. Most of these programs will be half-day in length, and are offered at various times of the day to accommodate working students and those who might have other family commitments (Upcraft et al., 2005). Cook (2000) in his research, outlined three central components to orientation programs at two-year colleges. These same central components can also be applied to branch campuses due to similarities in student populations and course offerings. Pre-enrollment assessment and placement is the first component. Since most two-year colleges and a number of branch campuses are open access, students attending them will arrive with differing levels of academic ability. Colleges need to determine students' academic skill levels in different

subject areas in order to place them properly. The second component is an engagement of the student in a developmental academic advising session that goes beyond class registration (Upcraft et al., 2005). The third and final component is class registration. This is usually used to entice the student to attend these programs, if orientation attendance is not a mandatory condition of enrollment. In addition to the orientation programs being structured to meet the needs of adult students as suggested by Cook (2000) and Upcraft et al. (2005), this article suggests applying the ADULT approach/acronym to the orientation program to create an Appreciative Orientation experience.

APPRECIATE

The first task of the orientation program for adult students should get them to appreciate their strengths and abilities. In a complete Appreciative Enrollment Management strategy that would include Appreciative Advising, adult students will be encouraged to focus on their strengths throughout their educational journey in order to navigate challenges and barriers that may arise. Orientation should then guide the student to identify and appreciate their personal strengths and support networks in their lives that will be vital to their persistence.

At this stage, orientation professionals can introduce adult students to the concept of personal strengths, and different types of personal strengths that exist. Depending on time, orientation professionals may want to put the adult students through a strength finder exercise, such as the VIA Survey of character strengths, at orientation. Students can also be directed to the survey online to complete the assessment on their own time, and then go over their results with their academic advisor during their first

Appreciative Advising session when classes begin. This will allow the academic advisor to review the adult student's strengths with them during the Discover phase of Appreciative Advising.

DREAM

An Appreciative Orientation should also encourage the student to keep dreaming. The Dream phase of the ADULT approach incorporated into orientation programs should allow the student to continue focusing on their hopes and dreams behind their decision to obtain a college degree. One example of how this can be facilitated in an Appreciative Orientation is by the completion of an *I Will* exercise. In this exercise, adult students are handed a card that on the top reads *I Will*. The rest of the card is blank, and the students are instructed to fill the rest of the card out as they feel appropriate, but are instructed to focus on the reasons they are embarking on their educational journey.

Individuals' hopes and dreams can be precious possessions. Some people will not readily share their hopes and dreams for fear that they may be ridiculed or discouraged (Bloom, Hutson, & He, 2008). During this Appreciative Orientation exercise, adult students need to be guaranteed that what they write down is for their knowledge only. The orientation staff should not collect the cards, nor ask the adult students to share their responses. This will allow the students the freedom to honestly and safely focus on their hopes and dreams. Adult students will be encouraged to carry their *I Will* cards with them while on their educational journey to remind themselves of their ultimate hopes and dreams when they feel they are coming up against a barrier or challenge.

UNDERSTAND, AND LEARN AND DISCOVER PHASES

In this phase of Appreciative Orientation, the adult student will understand the work and dedication a college degree will take, learn the resources available to them, and discover the support and relationships that will guide them through the process. This will be accomplished through an academic advising session at orientation that goes beyond class registration. It is at this stage that adult students may need to be reintroduced to the knowledge, skills, and abilities necessary for degree completion (Wyatt, 2011).

This typically can be done through an introduction to the different support resources and offices that exist on the college campus. Some traditional orientation programs accomplish this through a group presentation conducted by representatives from the different areas that support students (financial aid, academic affairs, tutoring, career center, counseling, etc.). An Appreciative Orientation program is focused not only an introduction to services, but also cultivating an understanding within the student that they will not be alone on their educational journey, and promotes the establishment of relationships with staff within the college community.

With this in mind, Appreciative Orientations should allow time for adult students to meet one-on-one with an academic advisor. When possible, the adult student should meet with the academic advisor who they will be working with during their time at the college. During this initial meeting, the adult student will begin to establish the rapport and relationship with the academic advisor that is important to the work of effective Appreciative Advising (Bloom et al., 2008). It will be during this conversation that the advisor will introduce the adult student to the different resources that are available on and off campus to support the student. This is done through a personal conversation, instead of through multiple mini group presentations, in order to start the formation of a relationship and trust between the advisor and the student.

TRUST AND TRANSFORM

Adult students will need to continue to trust their decision to enroll in college when they leave orientation. Through an Appreciative Orientation, adult students should come to a belief that they have the tools and support available to them to trust their transformation of becoming a college student. They should leave orientation knowing they have the support and skills necessary to navigate their educational journey. A way this can be accomplished is by making sure the concept of hope is intertwined throughout the entire Appreciative Orientation model.

Hope can be fostered during our work with adult students at orientation by continuously using hopeful language in our conversations and interactions with them. Even though these adult students are just beginning their educational journey, the staff and academic advisors at orientation should utilize hopeful language that focuses on the completion and attainment of the adult students' hopes, dreams, and goals, as well as a consistent message of graduation. Throughout the orientation, everything that is presented to the adult student, both verbally and through printed materials, should show a commitment to working with the student along their educational journey (Wells, Gilbert, Mahle-Grisez, Newman, & Rowell, 2014). The cultivation of hope at this stage will allow the adult student to trust their

decision to enroll in classes, and that they are developing skills, relationships, and support systems that will be necessary to navigate potential roadblocks and persist to degree completion. The formation of these relationships and support systems can have a positive impact on the persistence rates of adult students attending branch campuses and two-year colleges.

CHALLENGES AND FURTHER RECOMMENDATIONS

The above recommendations require that the adult student attend a face-to-face admissions meeting on campus, as well as an on-campus orientation. Knowing that adult students have a number of factors in their personal lives that impact their time commitments, there will be some adult students who might find it challenging to come to campus for an admissions appointment and an orientation. Branch campuses and two-year colleges need to figure out ways to implement an Appreciative Admissions and Appreciative Orientation approach that impacts those students who may not make it onto campus during their transitional stages.

Admissions professionals will want to consider the possibility of having a phone meeting with those adult students who may not be able to come to campus. Additionally, admissions professionals will want to evaluate how they can implement the concepts of an Appreciative approach into emails, publications, website material, and other communications that are targeted directly to the adult student population. These messages should build in the student a positive sense of self, and a belief in their ability to successfully attend college.

Branch campuses and two-year colleges should hold mandatory orientation programs for adult students. Some adult students will find it challenging to make it to campus for an orientation. Additionally, if a campus offers online programs, then the adult student enrolled in those courses may not geographically be able to make it to campus. Departments responsible for orientation programming at branch campuses and two-year colleges should work with their I.T. offices or an outside firm to create an online Appreciative Orientation program. The online orientation program should be engaging and interactive, incorporating the concepts and goals of Appreciative Orientation.

CONCLUSION

The adult student population in higher education will continue to grow. Branch campuses and two-year colleges will see the majority of these students continuing to decide to enroll in their institutions due to the access, affordability, and conveniences they provide. Knowing that adult students come to college with a number of barriers, challenges and limitations, student services administrators in admissions and orientation must focus their work on identifying these students' hopes, dreams, and strengths in order to increase persistence rates and degree completion among this population. Through the implementation of Appreciative Admissions and Appreciative Orientation, branch campuses and two-year colleges have the opportunity to successfully transition adult students to college. This has the potential of positively impacting the persistence rates of the adult student population on branch campuses and two-year colleges.

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Engaging Students as Future Stakeholders to Improve the Health of the Community: A Case Study

John R. Snyder, Ph.D
The Ohio State University, snyder.4@osu.edu

Engaging Students as Future Stakeholders to Improve the Health of the Community: A Case Study

John R. Snyder, Ph.D
Professor, School of Health and Rehabilitation Sciences
The Ohio State University College of Medicine

ABSTRACT

Regional campuses typically have a mission focused on serving a defined local population. This case study of a regional campus at a large Midwestern university describes faculty outreach and engagement with a community health coalition, Activate Allen County, which resulted in opportunities for student service-learning experiences and undergraduate research. While not all students will continue to live and work in the community after graduation, they learn how stakeholders are engaged in community health assessment, development of a community health improvement plan, social determinants of health, and how policies affect the health of a community. This paper describes the evolution of a community health coalition, faculty outreach and engagement processes and products brought into the classroom for enrichment, and student involvement in service learning to prepare them for a role as an engaged stakeholder in the community.

INTRODUCTION

Regional campuses of universities vary markedly in many characteristics ranging from whether they are considered a branch or regional campus, to the title of the campus leader, to the model of funding, to ownership of campus space, among others (Shaw and Bornhoft, 2011). Perhaps the single most common element is the defined population of students to be served within a community or cluster of counties. Educational programs offered by regional campuses often also reflect the workforce needs of a community. Given this expectation to provide access to higher education to local students and prepare a workforce for local industry, it is not surprising to find a close-knit relationship between regional campus administrators and the communities their campus serves. Shaw and Bornhoft suggest that a regional campus administrator needs to be a leader on his or her branch campus, a leader in the community, and a leader on the main campus. This case study focuses on the "leader in the community" role and the mutual benefits derived when a campus exploits the expectation for outreach and engagement by faculty to provide real-life experiences for students. Campus-community relationships also vary. While most regional campuses enjoyed

strong partnerships with their communities when created, relationships tend to change over time and with the inevitable changes in both campus and community leaders. Gavazzi has described the use of a survey tool to gauge the relationship between a regional campus and its community, a "town and gown" assessment called the Optimal College Town Assessment (Gavazzi, 2015). The assessment measures the quality of campus-community relationships in terms of "exchanges" along two dimensions, level of effort being put into the relationship and the level of comfort that campus and community stakeholders experience with one another in the midst of those "exchanges" (Gavazzi, Fox and Martin, 2014). Using an understanding of the campus-community relationship garnered from the assessment, Gavazzi describes a series of steps to advance the relationship, involving "awareness raising, coalition building, data gathering, data interpretation and reporting, and evidence-based action planning" (Gavazzi, 2015). The dimensions of this assessment model and the steps just described are helpful in understanding the campus-community partnership and subsequent development of a community health coalition which not only serves the community, but also affords opportunities for campus students to gain insight into their roles as future stakeholders.

A COMMUNITY WITH A HEALTH CRISIS COMES TOGETHER

It is often said that "necessity is the mother of invention." For Allen County, Ohio, the "necessity" was an epidemic state of overweight and obesity. A Community Health Assessment in 2009 showed nearly 40% of adult residents were obese and another 36% were overweight, more than double the number from two decades earlier. This epidemic was increasing the number of

residents with chronic diseases such as heart disease, stroke, diabetes and some cancers, escalating healthcare costs to unsustainable levels. This health crisis could no longer be someone else's problem; it was necessary for the community to own the problem – and become part of the solution. The data were compelling to create an awareness. Coalition building began when the president of our local YMCA in 2010 invited the leaders from: two hospital systems; the county health department; a federally-qualified health center; county mental health and services recovery board; county United Way; two universities (one of which was a regional campus); city mayor; county regional planning; and one public school system among others, to form a coalition to address our health challenges. This coalition was named Activate Allen County and eventually adopted as its mission, "to combat smoking and obesity in Allen County by promoting healthy eating, active living, tobacco-free lifestyles and offer high-impact, quality clinical services." As in most communities, healthcare is highly competitive in Allen County. But the invitation of a neutral convener to cooperate to benefit the health and wellbeing of the entire community was rewarded with unprecedented collaboration.

Activate Allen County had its first success with funding from the YMCA of the USA for a Pioneering Healthy Cities grant. With this grant, three health summits were held to broaden the "awareness raising":

> ➢ an Active Living Summit about the importance of exercise, an analysis of streetscape design with bicycle lanes and curb cuts for safety, and an analysis of public transportation issues for more than 200 community members.
> ➢ a Heathy Eating Summit describing both the importance of nutritious foods including fresh fruits and vegetables, choices about healthy eating, school meals that are more nutritious, and the farm-to-school program among other topics for about 200 community members.
> ➢ a Youth Empowerment Summit which engaged approximately 55 high school and college students and their mentors to create plans for how to be leaders on their respective campuses to promote healthy eating and active living.

We were then at a point in our evolution as a community health coalition to seek more specific interventions and resources. With the Lima Family YMCA continuing to lead the coalition, we received a two-year Small Communities Transformation Grant from the Centers for Disease Control and Prevention (CDC). We implemented a number of evidence-based interventions, including the YMCA National Diabetes Prevention Program, a training program for Certified Tobacco Treatment Specialists, and a Mobile Produce Market to take fresh produce into neighborhoods designated "food deserts" because of their distance from a grocery store and level of poverty. The coalition encouraged businesses to rethink the food options in their cafeterias; to establish tobacco-free work environments; to support employee wellness programs; and to make their work settings breast-feeding friendly. A media messaging

campaign continued to reinforce for the community an awareness of the health issues and the importance of personal choices and behaviors.

In 2014, the coalition was awarded a second grant from the CDC. This three-year grant was for Partnerships to Improve Community Health. Building on activities of the prior four years, the coalition's initiatives include:

> ➢ an intervention converting small convenience stores in food deserts to carry fresh produce and more healthy snack options
> ➢ challenging restaurants to create healthy menu labelling and promotion
> ➢ assisting K-12 schools to provide high quality physical activity opportunities
> ➢ assisting child care settings to offer effective physical activities
> ➢ encouraging more workplaces to adopt tobacco-free policies

Over time, the coalition structure has evolved to be much more than a collaborative effort focused on the specific objectives and activities of our CDC-funded activities. We have structurally defined our working relationships between partner organizations, created a decision-making process for priority setting, and established local funding for sustainability. We have matured in our understanding that promoting a culture of health and wellbeing for our citizens requires us to consider all aspects of where we live, learn, work, play and worship. This requires regular community assessment, reporting, and accountability in the social determinants of health as well as the health of the population and accessibility of health and human services.

As a community health coalition, Activate

Allen County's core functions include: (1) identifying health and wellbeing issues through a Community Health and Needs Assessment, which enables it to (2) create a Community Health Improvement Plan drawing on the strengths of multiple organizations for collective impact. As illustrated below, the coalition is structured with an Executive Council, comprised of 8-12 CEOs, providing governance and strategic direction. A Steering Committee, comprised of 10-16 community partners, is responsible for the cycle of assessment, priority setting process, and implementation planning.
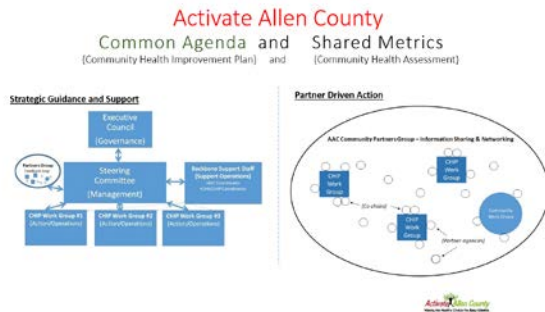
Actual implementation is executed by issues-focused Working Groups/Committees comprised of relevant community partners. The work of all of these volunteer work groups is facilitated by a small "backbone" staff of two paid professionals as illustrated in the constellation model.
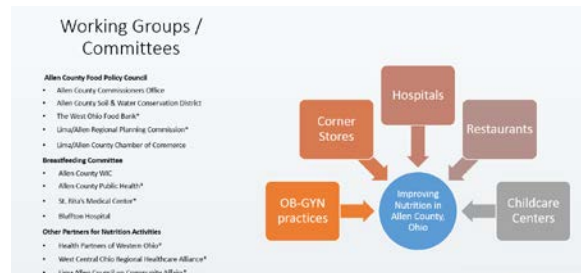
Our collective efforts have enjoyed some noteworthy accomplishments. We recognize that measuring health improvements in a community is not an exact science.

Establishment of cause and effect between intervention and outcome is rarely possible. Rather, progress results from the accumulation of multiple efforts and factors. One example of progress includes a reduction in adults who were obese (as determined by BMI) from 41% in 2009 to 33% in 2014. Another highlight was in tobacco use prevalence. Our Community Health Assessment data in 2009 showed that 50% of respondents currently smoked or were at one time a smoker, and 50% were never smokers. In 2014, only 42% smoked or were ever a smoker, and 55% were never smokers.

BENEFIT OF FACULTY OUTREACH AND ENGAGEMENT TO THE LEARNING ENVIRONMENT

The invitation for the dean and director of the Lima regional campus of Ohio State to join the Leadership Team for Activate Allen County exhibited what Gavazzi refers to as an "exchange", requiring both a level of effort and level of comfort. An effort to help lead and develop a fledgling coalition and a comfort to be engaged with the community and set aside the competition for students and "friend raising" characteristic of both universities invited to the coalition leadership team. Clearly both universities saw this community engagement invitation had potential for students in our respective institutions. We were able to collaborate on a number of efforts, such as jointly planning the Healthy Eating Summit, serving on a task force to evaluate and give advice to schools on their wellness policies, and having our respective students participate in the Youth Empowerment Summit. We also shared in the evaluation process.

Outreach and engagement efforts also afford the opportunity to have the community health activities be the "learning laboratory"

for one's students. Raising students' awareness of how a citizen influences and plays a role as a community stakeholder is a worthwhile endeavor. To do this, this author used his outreach and engagement efforts to bring the community health experience into the classroom. For example, in a course entitled, Contemporary Topics in Health and Society, each student does a "deep dive" on a health issue using trend data from our Community Health and Needs Assessment for the County. In a course on health promotion and disease prevention, we are able to get an up close and personal view of efforts to address food insecurity resulting from lack of access for some in our County. In another course on program development and evaluation, students develop real proposals to address real health needs in the County using evidence-based solutions. These and other applications are made possible by a faculty member participating in outreach to the community, lending whatever expertise he or she has, and bringing to life subject matter relevant to the community where students live. Moreover, the faculty member can be a role model for the future community stakeholder.

SERVICE LEARNING WITH A COMMUNITY HEALTH COALITION

Of course, describing activities of a community health coalition and using County data in a classroom lacks a degree of fidelity – it is not the real world; it is a form of simulation. How can one add some dimension of the real world? By creating service learning experiences (Bringle, Steinberg, 2010).

"Service learning" is not new in higher education. The term is also not uniformly used. Often, service learning is misused to describe a form of volunteerism. Bringle, Clayton, and Hatcher point out that true service learning "involves the integration of academic material, relevant service activities, and critical reflection and is built on reciprocal partnerships that engage students, faculty/staff, and community members to achieve academic, civic, and personal learning objectives as well as to advance public purposes"(Bringle, Clayton, Hatcher, 2013). Service learning in conjunction with the community health coalition, Activate Allen County, is integrated into the curriculum as a component of healthcare moving from volume to value in terms of reimbursement. A recognition that promoting health and preventing disease "up-steam" is preferable to treating disease or injury resulting from behaviors and poor choices.

Students in the health sciences major at this author's university have been able to integrate their classroom education and service learning through internships at Activate Allen County, serve on work groups/committees of the coalition, and conduct undergraduate research under the mentorship of the author. Examples of the latter include: (1) one student compared the daily consumption of fresh fruits and vegetables by residents of food deserts to the fresh produce consumption of residents not living in food deserts using a survey done by Activate Allen County; (2) two other students conducted an evaluation of the Mobile Produce Market on the consumption of fresh fruits and vegetables by residents living in food deserts; two students conducted an assessment of college student food insecurity on the regional campus; and another student is conducting a study of the impact of the healthy corner store intervention.

CONCLUSION: FACULTY AND STUDENT ENGAGEMENT IN A COMMUNITY HEALTH COALITION

This paper has described faculty outreach and engagement with a community health coalition, Activate Allen County. The genesis of the coalition included a health crisis in the community prompting action by organizations that typically compete with one another. These organizations were able to rise above their natural competitive tendencies to collaborate for the benefit of the community's wellbeing. This "town and gown" relationship with university faculty lending their expertise to help solve the health crisis created an excellent opportunity for the coalition to be a learning laboratory for a health sciences program at the regional campus of a state university. The fact that most students at branch or regional campuses reside locally adds interest in the work of the community health coalition and helps prepare them to be future community stakeholders.

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Role-Making in Higher Education Leadership

John Mancinelli, Ed.D
Washington State University, John.mancinelli@tricity.wsu.edu

Role-Making in Higher Education Leadership

John L. Mancinelli, Ed.D
Chief of Staff & Assistant Clinical Professor in Educational Leadership
Washington State University – Tri-Cities

ABSTRACT

With a highly competitive market-driven environment, higher education leaders need to re-conceptualize their leadership in order to make their organizations responsive, adaptive and productive. This is a challenge for educational leaders that have emerged from the ranks of the university system, typically learning their leadership frameworks by "taking" their role from previous leaders and concepts of leadership they have experienced. The phenomenon of strict adherence to a predefined role is referred to as role-taking by Hart (1993) and, because of today's higher education competitive market, has become an out-of-date way of thinking about the leadership role because of its static view and disregard for reciprocal leadership grounded in a dynamic interaction between the student, faculty, student services, academic affairs, marketing, advancement and the community. This article explores how branch campus leadership can shift their traditional role-taking processes to role-making processes that are performance-based, relational, reflective, contextual and involve collaborative reciprocating

engagement of constituents to adequately address the complexities of higher education reform.

INTRODUCTION

Branch campus leadership finds itself caught at the nexus of business management and educational leadership in a highly competitive market-driven environment requiring timely adaptation to the material needs of industry and students. Transforming institutions into learning organizations that can adapt to the new higher education environment is complex. Contributing to this complexity can often be *how* leadership makes the needed adaptations to her/his organization to ensure sustainability and competitiveness in the market. The *how* part of the equation contributes to the way educational leaders perceive and enact their role based upon their personal context. Traditionally, many educational leaders "take" their role from other leaders that they have observed, worked beneath or have received mentorship. Contributing to this method of role indoctrination are legacy institutional expectations from central leadership that articulate antiquated concepts of the leader's role. Hart (1993) describes the phenomenon of strict adherence to a predefined role as "role-taking" which limits the leader's ability to make contextual adaptations to problems experienced in the contemporary market of the higher education environment.

Out of necessity, therefore, higher educational leaders need to consider a more dynamic model of "role-making" leadership that considers multiple variables and frameworks from which to develop a campus that performs well (Scott & Fullan, 2009; Thompson & Vecchio, 2009).

There are a growing number of role-making leadership concepts emerging from the literature grounded in distributed leadership. Emerging concepts focus on building academic capacity to adapt in a timely manner. First, distributed leadership decouples authority and decision-making from hierarchical roles and institutionalizes decision-making responsibilities across an organization so that it can quickly respond to its customer's needs or market demands (Leithwood & Strauss, 2008). Second, in a distributed organization, leadership must focus on unifying organizational understanding of mission and vision, processes and protocols to create consistency in decision-making (Knapp, Copland, Honig, Plecki, & Portin, 2010). Third, distributed organizations rely on collaborative structures to facilitate decision-making (Mehra, Smith, Dixon, & Robertson, 2006). Lastly, distributed organizations continually learn in order to facilitate common learning, language and practice (Fiol, 1984). While branch campus leaders are adapting to many of these organizational functions, there appears to be an additional level of complexity in developing academic capacity – the core foundation of the educational enterprise.

THE NEED FOR ACADEMIC CAPACITY

Traditional academia is based upon the need to create knowledge in the pursuit of discovering truth. This noble venture is not simple nor creates a specific product available to put into the market to recuperate costs. For this reason, governments, endowments, and industries have historically funded academia from a spirit of altruism rather than transactional reasoning. With resources diminishing, altruism fades while academia is asked by legislature, industry and the public, "What have you done for me lately?" As a consequence, academia increasingly relies on tuition-paying students to finance the university causing the commodification of education shifting from the pursuit of knowledge for knowledge sake to the production of highly skilled workers that increase American competitiveness in the world market (Kirp, 2003). The commodification of education, consequently, has created a "customer" base that seeks value for their educational investment. Values held by many students include: educational cost, degree completion time, brand value within the work world, job readiness, and post-completion employment rates. To meet these values, academia must build its capacity to continually develop relevant degrees that attract students and ensure quality student experiences supported by rich content and high standards aligned to industrial needs (Pawlak, Bergquist, & Bergquist, 2008).

Building academic capacity sounds easy; however, most of academia continues to hold one foot in the 1960's mission of knowledge creation tightly adhering to hierarchical processes requiring extensive and time-consuming development. As an example, the bureaucracy of creating a new degree program that industry is asking for could take years to complete. The dilemma of an institution whose business is restricted by academic bureaucracy becomes a significant factor to the entire establishment's sustainability and requires higher educational leadership to build its academic capacity to respond. To create

academic capacity, branch campus leaders must depart from traditional role-taking concepts of leadership to concepts that facilitate role-making.

Role-making leadership combines concepts of adaptive leadership (Grashow, Linsky, & Heifetz, 2009), transformational leadership (Scott & Fullan, 2009), and learning-focused leadership (Knapp et al., 2010). These leadership frameworks depart from the top-down views of Scientific Management toward distributed leadership governed by the need to build business and academic decision-making capacity. To transform to a distributed organization, branch campus leadership must utilize multiple leadership frameworks and strategies based upon the context of the situation. Role-making leadership operates real-time much like a musician does on the stage by preparing for the performance with specific skill sets, being observant of the performance context, responding to the audience and fellow musicians while continually reflecting on self.

WHAT'S THE DIFFERENCE?

The phenomenon of strict adherence to a predefined role is referred to as role-taking by Hart (1993); and, because of today's higher education environment has become out-of-date. Many of the principles from role-taking stem from Fredrick W. Taylor's Scientific Management that was implemented with workers on the American assembly lines in the early 1900's to create tight controls for consistency. In contrast, role-making leadership is reflective, relational, contextual and involves collaborative engagement of constituents to define and agree upon what a performance model may include. Simply put, traditional role-taking processes inadequately serve educational leaders in their complex roles

today due to the restrictive and compliance-focused principles instead of forward analysis of the present context and personal factors.

Role-making is about the leaders' adaptation to the existing context that influences their roles. Context includes legacy (e.g., what has occurred on the campus before your leadership); personal context (e.g., leadership framework, dispositions, and values); and campus context (e.g., type of campus, location, etc.) (Crow, 2010). The shift from role-taking to role-making, a relatively recent phenomenon, requires the ability by the leader to purposely let go of practices inhibiting change and adopt ongoing learning of contextual variables that influence performance.

EXAMINING LEADERSHIP FRAMEWORKS THAT CAN INFLUENCE ROLE-TAKING AND ROLE-MAKING

Leadership frameworks are necessary to consider in role-taking and role-making because they inform role enactment. McGregor (1957) identified different theories about leadership that influences role enactment. While traditional role-taking would require new educational leaders to adopt a single framework (perhaps from their mentor), role-making broadens the idea of leadership to a dynamic framework based on the context (Emison, 2004; Heifetz & Laurie, 1997; Honig & Ikemoto, 2008; Portin, Alejano, Knapp, & Marzolf, 2006; Scott & Fullan, 2009). Not to suggest that role-making leadership is a haphazard endeavor, but rather as a musician incorporates a nuanced stylistic interpretation to enhance the impact of the music on the audience. As a musician, an educational leader too must skillfully select the approach that best reflects wise choices

and contextual awareness of what is needed to improve performance.

Let's consider the fact that leadership frameworks are generally based on two psychological principles of human motivation: a) extrinsic and, b) intrinsic motivation. Various leadership styles strive to describe the relational aspects between the leader and the follower as it pertains to these two concepts. McGregor (1957) defines extrinsically motivational leadership as Theory X and intrinsically motivational leadership as Theory Y. He states, "Theory X places exclusive reliance upon external control of human behavior, whereas Theory Y relies heavily on self-control and self-direction" (McGregor, 1957). McGregor (1957) delineates some differences between these two motivational concepts and demonstrates that Theory X leaders hold assumptions critical of workers that require the leader to closely monitor employee work, while Theory Y leaders work under assumptions of optimism about employees that require the leader to develop people as assets. Several leadership styles emerged from McGregor's Theory XY dichotomy. It will be important that branch campus leaders understand these various leadership frameworks to adapt their application to educational leadership practice.

Within Theory X there is a range of leader-centric styles. The bureaucratic leader (Iber, 1905) is found in government, universities and other large organizations. There is little room for a leader to be innovative and decision-making requires disciplined, methodical and hierarchical problem-solving. The autocratic leader (Lewin, Lippitt, & White, 1939) possesses complete authority to make independent decisions with no input from subordinates or superiors. Fiedler (1967) identified task-oriented leadership as goal oriented micro-

management of workers similar to the autocratic leader. The transactional leader (Burns, 1978) uses rewards and punishments in return for worker compliance and performance. Theory X concepts of leadership depend upon a clear chain of command with the dissemination of decisions from the top-down. These concepts require the leader to be intensely engaged in monitoring, rewarding and providing consequences to employees.

Within Theory Y there is a range of humanistic-centric styles of leadership. The charismatic leader (Iber, 1905) or transformational leader (Bass, 1985) seeks to motivate workers through positive attitude and employee supports, vision-setting, employee development, relationship-building and appealing to the greater organizational cause (Yukl, 2013). The democratic leader (Lewin, Lippitt, & White, 1939) encourages participation by the workers through representative input to decision-making. Shared leadership not only distributes decision-making through overarching goals but also distributes daily operations and management across all members of the organization regardless of authority or position. Laissez-faire leadership (Lewin, Lippitt, & White, 1939) operates under the assumptions that the workers are highly skilled, intelligent, and trained and can self-manage. Some argue that Laissez-faire leadership is the absence of leadership because of the lack of intervention the "leader" enacts on the "followers." Fiedler (1967) identified people-oriented leadership as focused on effectiveness and efficiency through supports, professional development and fostering the genuine interest of others to do a good job. Theory Y places a high level of trust in workers by leadership to make decisions and take actions that benefit the organization. This theory places the

responsibility on the leader to facilitate good worker decisions and actions through professional development, removal of barriers, and the distribution of leadership functions.

There are costs and benefits to both the leader and the follower for any theoretical approach. Leaders charged with responsibilities to create change within a bureaucratic system can experience high frustration. Equally, faculty and staff trying to be innovative within a bureaucratic leadership style that rewards compliance rather than experimentation will also be highly frustrated. Conversely, faculty and leaders that view themselves as being highly effective and efficient may like the bureaucratic environment because it maintains the status quo. Proponents of Theory X argue that it is effective and gets a better-quality product while critics claim that Theory X leaves no room for adaptation and limits responsiveness to new environmental demands. Proponents of Theory Y argue that the development of employees creates the organizational capacity to adapt to competitive markets while critics argue that it does not provide timely decision-making or ensure consistent results. Theory X and Y illuminate how theoretical leadership frameworks present idealistic perspectives that, in some instances, limit what perceived options may be available to a leader in a particular context. It is important, therefore, to remember that leadership-in-practice is not an either/or proposition (Michael A. Copland, 2003; Grashow et al., 2009; Portin, 2004; T. J. Sergiovanni, 1991). Leadership is intentional and requires disciplined discernment on purposeful actions.

EMERGING MODELS OF ROLE-MAKING

Hersey, Blanchard, and Johnson (2007) introduced the concept of Situational Leadership Theory (SLT) in 1972. This leadership framework argues that the effectiveness of the worker depends upon the balance between controls and autonomy the leader provides them. In short, the theory argued that low-skilled employees need greater controls (Theory X) with less autonomy (Theory Y) while highly skilled employees required fewer controls (Theory X) and more autonomy. Fred E. Fiedler developed Contingency Theory in 1967 from two organizational studies that argued no one leadership or organizational style be better than another. Instead, contingency theory places responsibility on the leader to develop strong relationships with workers and implement structures as a response to the environment outside the organization. Most recently, new frameworks of leadership focus on continuous adaptation to both internal and external contexts. Chaos Theory frames organizations as living ecosystems where environmental changes drive the internal reformation of the organization to adapt, be competitive, and thus, survive. In this theory, the leader is responsible for making sense of the environment, defining the challenges, and facilitating organizational learning for the purpose of implementing change that enhances survival and adaptation (Snyder, Acker-Hocevar, & Snyder, 2008). Situational, Contingency and Chaos Theories hold similar views that environmental factors contribute to the leader's need to be adaptive. Role-making assumes that the leader is attuned to the various contexts and conducts environmental scans versus role-taking that is prescriptive and narrow and devoid of environmental listening mechanisms.

In education, theorists have coalesced around the concept that leadership centers on learning by everyone in the organization including administration, students, and faculty. Michael A. Copland, Talbert, and Knapp (2003) emphasize the need for ongoing and regular reflective practices by leaders and organizations to ensure fidelity of practice and appropriate responses to student needs. Hallinger and Heck (2010) draw from two concepts of Instructional and Transformational leadership to support collaborative leadership that focuses on developing organizational teams and the use of faculty expertise called Leadership for Learning. Another theory, learning-focused leadership, assumes that leadership is distributed across an organization in which the formal leader is responsible for facilitating three activities: 1) setting direction by articulating a vision for the campus, fostering the acceptance of group goals, and creating high performance expectations; 2) developing people, by offering intellectual stimulation, providing individualized support, and setting examples for others to follow; and, 3) redesigning the organization by strengthening campus cultures, modifying organizational structures and building collaborative processes (Knapp et al., 2010). Both leadership for learning and learning-focused leadership frameworks define the leadership role as that of a conductor who orchestrates the elements of role-making within a particular context to support success.

A MULTI-FRAMEWORK CONCEPT

Grashow et al. (2009) articulate the theory of adaptive leadership that ties to the concepts of contextual decision-making, distributing leadership functions across organizations, and developing learning organizations. This leadership framework views the leader as a catalyst for adaptive change, renewing the organization continually with the purpose of enacting changes to meet the market or customer's needs. Grashow et al. (2009) espouse, "Leaders do not need to know all the answers. They do need to ask the right questions." From Grashow et al. (2009)'s perspective, the leader is a catalyst for organizational change through the motivation of people's desire to understand the problem. The authors define adaptive change as work focused on changing worker behaviors and beliefs in support of achieving increased capacity. Increasing academic capacity requires leadership to maintain the global perspective of problems to guide internal learning and decision-making, being careful not to get caught up in the day-to-day operational issues. The leader must be able to articulate to workers what the adaptive challenges are and why they are challenges. By having workers engaged in learning how the external factors impact their work, they begin to self-identify solutions and strategies, and they are more willing to participate in solving issues. Worker-instigated solutions increase the level of trust and willingness to follow the leader. Meanwhile, as pressures build within the organization to meet new demands, the leader must monitor the degree of distress to keep a healthy balance between rising to meet challenges and being overwhelmed. As work progresses, leadership must watch for behaviors exhibiting avoidance and nonconstructive conflict and address it immediately. It is essential for leadership to reframe issues to foster employee mobilization around solutions rather than self-destructive and circular conflict. Finally, adaptive leadership emphasizes the need for leadership to create a safe environment that protects leadership voices from the ranks supporting the idea that leadership is

throughout the organization not just at the top. Fundamentally, people within the organization need to learn to trust at all levels.

As an educational leader begins to engage in role-making, they will need to understand how leadership frameworks align to both intrinsic and extrinsic human motivations to enact institutional change. There will be a time when adaptation is necessary, and transformational leadership tactics will be required to motivate faculty and staff to make the needed changes. After changes are implemented, the need for stabilizing the changes require the establishment of measurable processes and protocols grounded in scientific management or bureaucratic leadership. By understanding multiple leadership frameworks, their strengths and weaknesses, an educational leader is better able to anticipate necessary actions and strategies to problems. The knowledge and understanding of how to apply various leadership frameworks become part of the educational leader's personal context.

ENVISIONING ROLE-MAKING LEADERSHIP THROUGH AN ANALOGY

To frame the use of role-making leadership in practice, I'll relate to the journey I took as an aspiring musician and music educator twenty-five years ago. As a musician, I prepared myself with skills and knowledge that allowed me to walk onto any stage and perform inspiring and stylistically appropriate music as a lead trumpeter. To perform at a professional level, I had to develop technical skills and knowledge through consistent and regular practice until my playing became a subconscious response to my context. To prepare for my performances, I needed to develop

automaticity with my skills so that I could live in the moment during the performance and adapt to the audience and interact with my fellow musicians. To anticipate what would happen in the upcoming performance, I had to learn to use these skills within various theoretical frameworks or, to use a musical term, genres.

Branch campus leaders face similar challenges and will need to develop their understanding of theory and technical skills to the point that they can apply them naturally while performing daily functions. Performing simultaneous functions does not mean that the leader is unaware of what they are doing nor do they lack reflection on their actions at a later time. It means that branch campus leaders will need to achieve a level of automaticity or fluency with various skill sets to focus on the big picture of the performance.

ROLE ANTICIPATION

Essential to a good performance was my understanding of my role and how to adjust it within various performing groups. Role anticipation allowed me to prepare better, make decisions, and take actions within the context of any venue. Specifically, it was important to know if and when it was my turn to lead or follow. My role became malleable and flexible enough to achieve an excellent performance while grounded in theoretical principles that created dependable predictability. Again, this required me to continuously learn and reflect on my choices before, during and after performances. The act of continuous learning and reflection on practice is an essential component to Role-making (Grashow et al., 2009; Senge, 1990; T. Sergiovanni, 1992; Snyder et al., 2008).

As a soloist, I learned to be out front directly engaging my audience and leading the rest of the musicians with poise and confidence. I had to learn to interpret the reaction from the audience to select appropriate music and adjust the performance to engage them fully. The understanding of stylistic interpretation was essential because all other musicians would take cues from me based on their collective understanding of the characteristics of that style. Interpretation affects the performance expressively by placing intricate inflections on certain notes or phrasing of the melody. My personal interpretation formed and informed my role and the role of others in the performance group. Branch campus educational leaders too will interpret the context and be the person in the spotlight leading their team to perform (Snyder et al., 2008).

As a musician, I also learned to play background parts that required me to be extremely sensitive to the lead performer and careful so as not to overshadow but to follow someone else's interpretation of the music. In short, as a musician, it was essential to maintain a command of technical skills and theoretical perspectives to understand and adjust my role within each performance context to be successful. Finally, I had to learn how to identify appropriate feedback from the audience and fellow musicians and adjust my performance when needed to ensure that the audience connected meaningfully with the music. Using this analogy of a musician illustrates the complexity of educational leadership in higher education. The elements of becoming a strong musician parallel the skills needed by branch campus educational leaders to adapt their roles to today's educational environment (Gossom, 2011).

SOLUTION ANTICIPATION

A musician will use music theory to determine if a piece of music is in a major or minor key to anticipate the chord progression which offers potential melodic choices. The knowledge of a theoretical framework, in turn, allowed me to anticipate solutions to anticipated problems. As an example, all songs possess structures: form, chord structure, melody, harmony and rhythmic patterns. A musician would use these structures as a tool to anticipate how to interact with the music regardless of the genre (rock, country, jazz). The musician, in turn, can then quickly and efficiently break down any piece of music, process it and act upon these inputs to shape the performance in what appears to be an instantaneous response. In reality, the musician has a "head start" on the performance built upon common principles that create predictability for the performer. As a result, the musician has a framework from which to build on any genre of music giving him/her flexibility in addressing the dynamic contexts within the performance.

To an untrained musician, the execution looks effortless, but in reality, it is a result of disciplined preparation contributing to an artful performance. The musical analogy translates into the need for educational leaders to understand theoretical frameworks that allow for the practical understanding of problems, potential solutions and their strategic implementation based on their campus' needs. Role-making will require regular reflection on theory to help anticipate possible solutions to problems.

PERCEPTION THROUGH REFLECTION

Having the ability to keep perspective while

performing fundamental tasks will be an essential part of role-making. Educational leaders will need to be able to effectively interpret the larger context and make strategic decisions to address local problems (Gossom, 2011). Grashow et al. (2009) refer to, "sitting in the balcony" as the ability for a leader to use her/his mind's eye to make observations about their actions within the "heat of the battle." Educational leaders, like musicians, have leadership theories (or frameworks) at their disposal to look at problems in varied and purposeful ways as appropriate to the audience, venue, and genre.

For this reason, it is important to understand multiple theoretical approaches. Applying a single theoretical approach to all leadership situations is similar to a musician walking on stage for a rock concert, and playing a Bavarian folk song because it was the only thing s/he knew. Performing out of context as a musician would be absurd to most audiences and likely to result in the audience leaving or booing him/her off the stage! Albeit a humorous example, this directly relates to the need for a campus leadership to have multiple leadership frameworks from which to draw upon to meet the needs of the campus.

RETHINKING YOUR LEADERSHIP ROLE

Establishing a new role-making leadership platform is shaped by the leader's personal context. This context consists of the leader's theoretical understanding of educational leadership, the various frameworks strengths and weaknesses, the leader's personal expectations, expectations by other constituents related to the campus, and fluency in skillsets. For a leader's responses to be thoughtful and reflect choices that distinguish role-taking from

role-making, they will need to know what their preferences and biases are toward leadership styles. To begin, a leader should consider how their perceptions of leadership from previous experiences formed. Next, a leader should explore how to enlarge their conceptual fluency to address problems-of-practice by thinking like a musician who must be both an accomplished player and an adaptive leader continually reading the audiences he or she is trying to influence (not to mention the other musicians with whom he is performing). Just as a musician, to perform well, an educational leader must possess a deep knowledge of many theories (leadership frameworks) of music and how to apply these theories in varying contexts (musical genres like Brahms or the Beatles). This foundation creates a platform from which the educational leader can quickly draw from to adapt their performance based upon the performance's context.

To develop a leadership platform, a branch campus leader will need to ask themselves, "What defines my role?" "How is my role influenced?" "What impact does my interpretation of the role have on how I go about solving problems?" and, "How should I use my role to create excellence?" To answer and reflect on these core questions, a campus leader will need to understand how theoretical concepts, campus leadership role evolution, and personal and campus contextual elements may influence their interpretation of that role and worldview. Ultimately, a campus leader will need to understand how the expectations of others and their personal expectations shape their role and construct their leadership platform in response to messy problems they encounter and will affect their success to influence change positively.

EXPECTATIONS OF OTHERS

Shortly after entering the official role of branch campus leader, it does not take long to realize that there are many expectations placed upon the role. The job posting usually outlines some expectations; however, it leaves out the expectations of peer administrators, central administrators, supervisors, faculty, staff, community, and students. Not all of these expectations will align with a leader's perception of the role nor even be complimentary with each other because they come from an amalgamation of perceived responsibilities from past roles. Many of these expectations come from global legacies that have been perpetuated from one generation of administrators to another and sculpted by university policy. Many generations of campus leaders have learned their roles in this manner, thus creating a leadership culture reinforcing a sense of passage for new leaders that only makes him/her qualified if the new educational leader accepts traditional expectations. In contrast, new educational leaders must construct their roles carefully to incorporate legacy skill sets while developing contemporary role-making leadership skillsets (Crow, 2010).

Articulating a campus leader's emerging role to their constituents will be important to help explain needed changes by the organization. In turn, modeling of accepting change by the campus leader helps constituents to make needed adjustments to their work (Honig & Ikemoto, 2008; Jenkins, 2009; Tse, Dasborough, & Ashkanasy, 2008). Examples of such modeling include: a) demonstrating a leader's personal capability to self-regulate; b) willingness to make difficult decisions; c) holding true to the leader's personal values and ethics while maintaining the enthusiasm

to achieve the best possible outcomes. Modeling and communicating the journey, as a performance leader, increases their interpersonal capabilities to influence and empathize with their team members (Scott & Fullan, 2009).

PERSONAL EXPECTATIONS

On the flip side of the equation, a campus leader brings experiences, assumptions, and views to the role. In higher education, many leaders emerge from the ranks of research, teaching, and learning, and sometimes from industry or business. With such a wide array of backgrounds and with limited opportunities to develop as an educational leader, many new higher education leaders are not well prepared for leading the complex educational enterprises. Therefore, many higher educational leaders are left to draw upon their previous perceptions of leadership based upon limited perspectives. For this reason, it is important that educational leaders continually engage in personal learning about thoughtfully expanding their understanding of leadership.

Scott and Fullan (2009) emphasize the importance a leader's personal capability to self-regulate. They define self-regulation as the "ability to defer judgment; an understanding of one's personal strengths and limitations; a willingness to admit to and learn from errors; being able to bounce back from adversity; maintaining a good work/life balance; and being able to remain calm under pressure or when things take an unexpected turn" (p. 116). These aspirational characteristics all boil down to a leader's abilities to be reflective about their practice, decisions, and actions. Allowing a campus leader to reflect helps to ensure that personal expectations align to their priorities.

LEGACY IS STILL IMPORTANT

Understanding the historical shifts in the educational leader's role, a campus leader can see that expectations continually increase with an incredible list of things to do (Gossom, 2011). Task completion causes an internal struggle within the role of the campus leader to be a manager (Theory X) and a leader of influence (Theory Y) simultaneously. Previous generations of campus leaders were expected to assimilate to strict managerial expectations and take their role from static definitions of leadership. Sometimes central office leaders draw upon their experiences that include many role-taking expectations regardless of the current demands on the campus leadership (Honig, 2006). It will be substantial for new branch campus leaders to understand history to communicate with leadership from that era, but also to redefine their role for new demands to be successful.

It is important for the campus leadership to understand how legacy affects their role to make sense of and effectively communicate with their senior administrators about how to develop their new role. After all, many of the senior administrators "grew up" personally experiencing the aforementioned educational shifts and hold opinions about the role of the campus leadership based on these experiences. Because they now hold central administration positions, and may not personally experience continued institutional changes while in the role of campus leadership, they may not understand how the role must change. For this reason, an aspiring campus leader must be sensitive to this fact and understand how to use history for their benefit.

Referring to the musician analogy, historical context and tradition are essential to the development of modern music. The same musical tenants established by Johann Joseph Fux and Johann Sebastian Bach are used today by musicians performing their music. However, to reach today's audiences and perform with their contemporaries, they cannot simply replicate Fux and Bach. Understanding the lessons from previous generations of campus leaders will assist in the continuous development of your role. By relating experiences of senior administrators to your current context can provide a tool from which to forge your new role.

SKILL FLUENCY

A campus leader needs a strong command of human and technical expertise so as not to be distracted from thinking forward—meaning a fluent contextually appropriate response to what is occurring that contributes to an excellent performance. Just as a musician caught up in reading and playing notes cannot focus on the larger context of performance, a campus leader consumed in the mechanics of daily operations cannot address the broader context. Fluency of skills directly affects the capacity of the performer's abilities to be effective in addressing more complex and nuanced issues. Fluency relies partially on the fact that higher-order thinking and reasoning can only occur after fundamental skills can be performed with a level of automaticity allowing for the strategic application of knowledge and expertise to solve routine problems. Grashow et al. (2009) describe the fluency phenomenon as the ability to "sit in the balcony" where the leader can keep perspective about the larger context to make sound judgments.

Scott and Fullan (2009) identify three key competencies for higher education leaders: learning and teaching; university operations; and, self-organization skills. As

stated in the opening of this article, academic capacity is needed to adapt to a new market-driven environment. Additionally, the transformation of higher education institutions to learning organizations will also contribute to appropriate changes in practices that create sustainability. Second, university operations are critical to the support of learning and teaching changes as well as business practices throughout the organization. These managerial competencies left unattended, can inhibit or undermine all other aspects of higher education institutions; especially if the doors have to close due to the bottom line. Finally, self-organization skills include branch campus leader's abilities to continuously learn and develop, use technology, communicate, prioritize, and manage their time. Tending to branch campus leadership development in these three areas greatly benefits the organization and cannot be ignored. Remember, just as a musician practices their scales on a daily basis to achieve automaticity and stamina, a branch campus leader too may need regularly practice with basic skills regarding increasing their technical knowledge.

CONCLUSION

The changing demands on universities require a new approach by branch campus leadership to lead and develop learning organizations that can quickly adapt. Just as a musician prepares for performance by developing technical skills and learning to apply multiple frameworks, educational leaders must expand their application of leadership frameworks. Additionally, educational leaders must adapt leadership actions to refine their performance by being observant of their constituent's responses to actions, expectations, and readiness to benefit from various leadership

interventions. The complexities of leading in the current educational environment require that educational leaders shift from role-taking to role-making.

Branch campus leaders can begin the transition to role-making by reflecting on their practice and defining their personal leadership platform based upon a strong understanding of various leadership frameworks. More importantly, educational leaders must establish habitual patterns of reflection on leadership frames as they pertain to problems they are experiencing on a consistent and regular basis. Part of reflection includes the need by leaders to listen to expectations by others to help gauge their personal expectations in how to best enact their leadership. Finally, branch campus leaders need to develop personal, interpersonal, and cognitive capabilities while achieving fluency in both human and technical competencies of their role to adapt their practice.

The current environment of higher education requires leaders to transform organizations into responsive learning organizations, which makes role-making leadership strategies now essential to the development of academic capacity. With so much depending on leaders that continually learn to lead and in turn lead learning effectively, branch campus leaders must change how they do business. Branch campus leaders should consider incorporating performance leadership into their practice for the benefit of their institution and personal well-being.

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Insights in the Types, Roles, Value and Confusion of Branch Campuses in the 21st Century

Faimous Harrison, Ph.D
California State University - Stanislaus, fharrison@csustan.edu

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Insights in the Types, Roles, Value and Confusion of Branch Campuses in the 21st Century

Faimous Harrison, Ph.D
Dean – Stockton Center
California State University, Stanislaus

ABSTRACT

This paper provides insights in the types, roles, value and the confusion of branch campuses in the 21st century. Branch campuses play an important part in postsecondary degree attainment by providing place-bound students from diverse socioeconomic backgrounds in different geographical regions access to education that is convenient. Their heterogeneous structures, including enrollment size, communities, and populations served, are often not reflected or accounted for in most of the research or scholarly journals. The individual differences and organizational structure adds to the complexity of these institutions. This paper will give a background and provide explanations and examples of the most common types of branch campuses and will provide light on the confusion.

Key Words: branch campus, satellite campus, regional campus, center, twig, leaf, parent campus, teaching site, remote location

BACKGROUND

There is little known about the presumably thousands of remote campuses in the United States today (Bebko & Huffman, 2012). "Branch campuses," which are remote locations of their parent or main campus, provide place-bound students the opportunity to complete their degrees or certificates in geographical locations that are convenient. They offer minimal distractions to students' families, current job(s), and personal lives, compared to traditional higher education learning institution that were not geographically convenient (Bird, 2014). Branch campus enrollment has seen enormous growth over the past few decades (Schwaller, 2009).

Recently, more of these higher education learning environments, which are usually more cost-effective to operate, are being added throughout the United States and abroad (Fonseca & Bird, 2007). Dengerink (2009) states "the number of new campuses continues to grow constantly. Thus, many of these campuses are at the beginning stages of their development, with all the ambiguity and uncertainty that accompanies a new installation" (p. 15). The evolution of branch campuses takes many shapes that align with the institution's mission, vision, and values. While at the same time, are responsive to the student demographic and workforce development needs of the

community they serve. Each remote location serves a different student demographic population, and the programs offered at each campus are specific to the needs of the community. The differences in the organizational structure, geographic locations, student demographics, and communities they serve adds to their complexity (Shaw & Bornhoft, 2011).

A branch campus in a rural area may be different from one in a metropolitan city. A branch campus in one part of a city may look like a traditional campus. Whereas one in another part of the same city may be in a state-of-the-art hundred million dollar research building, located in a strip mall, or co-located with other education institutions. Adding to their complexity, some community colleges and universities have larger branch campuses than parent campuses (McGrath, 2009; Schroeder, 2011, TBC, 2013, n.d.).

In Washington State for example, the University of Washington Flagship campus is in Seattle, Washington, however, there are two additional branch campuses located in Tacoma and Bothell Washington ("About the UW," n.d.). Whereas, Washington State University parent campus is in Pullman, Washington, and there are additional campuses located in Spokane, Tri-Cities, Everett and Vancouver, Washington, and at least one additional extension campus ("WSU Campuses," n.d.). Central Washington University parent campus is in Ellensburg, Washington, and the University has numerous 2+2 campuses co-located with various community colleges throughout Washington State ("CWU campus locations," n.d.).

The importance of branch campuses is also represented in community colleges. Valencia College of Florida, Brookdale

Community College of New Jersey, Green River College, Seattle College and Skagit Valley Whidbey Island campuses in Washington State are more traditional two-year college branch campuses that I have visited recently. Each campus serves from several hundred to several thousand students annually. In 2014, the American Association of Community Colleges (AACC) reports "the process of making higher education available to the maximum number of people continues to evolve at 1,167 public independent community colleges – 1,600 when branch campuses are included." Therefore, approximately 27% of the public community colleges that were included in this report were branch campuses.

The unique intrinsic elements of branch campuses are not only perplexing and convoluted at times, but also demonstrates each remote location's unique identity. Their individual uniqueness is not always apparent or appreciated among internal and external stakeholders that are in different geographic locations, or even among other remote branch campuses that are a part of the same institution. Moreover, the heterogeneous structures of branch campuses are not reflected in the majority of postsecondary research, or performance assessment data (Hornsby, 2009; Krueger, 2009; Schroeder, 2011; & Schwaller, 2009).

TYPES OF BRANCH CAMPUSES

Figure 1-1 is a visual of common postsecondary learning institution structures and remote locations. Each subdivision of the parent campus will offer at least one complete degree program at their location. Outside of the commonality, each location will have individual campus characteristics (Bebko & Huffman, 2011). Remote location

campuses come in different sizes based on enrollment headcount, program specializations, economic development needs, and services rendered for their respective community geographic region needs. Some campuses are co-located with other educational facilities, whereas others may be more comprehensive, offering predominately two-year, bachelor, or graduate degree programs; still others, may represent a blend of these degrees and institutional settings (Cooper, 2011; Dengerick, 2009; Norby, 2005).

Additionally, there may be smaller extensions of a branch campus, also known as twigs and leafs; and other locations that are as big, or bigger than a typical branch campus, and or the parent campus. Wilmington University Wilson Graduate Center in Delaware is one example where a branch campus serves almost as many students as their New Castle parent, flagship or main campus ("Locations & Campuses," n.d.). Figure 1-1. demonstrates the types of postsecondary learning structures for the parent and branch, child, satellite, regional, or remote campuses. Letter "A" demonstrates an individual branch campus, extension campus (EC), satellite campus (SC), or regional campus (RC), also known as the child that has grown larger than the parent campus. Letter "B" is an example of a twig (Letter F) that has grown larger than the branch campus. Letter "C" is a more common alignment, which shows the branch campus as a smaller extension of the parent campus. Letter "D" is another common alignment, which displays the twig (Letter G) as a smaller extension of the branch campus. Letter "E" demonstrates that most centers are smaller than a full service branch campus. Letter "F" is an extension of a branch campus (Letter B) where the twig serves more students than the branch campus. Letter "G" demonstrates the more

common alignment where the twig is smaller and serves less students than the branch campus (Letter D). Letter "H" demonstrates a leaf which is smaller than the twig (Letter E). What is not shown, is that a twig and a leaf are usually smaller than a center. practice (Fiol, 1984). While branch campus leaders are adapting to many of these organizational functions, there appears to be an additional level of complexity in developing academic capacity – the core foundation of the educational enterprise.

Figure 1.
Types of Postsecondary Learning Structures for Parent and Branch or Remote Campuses.
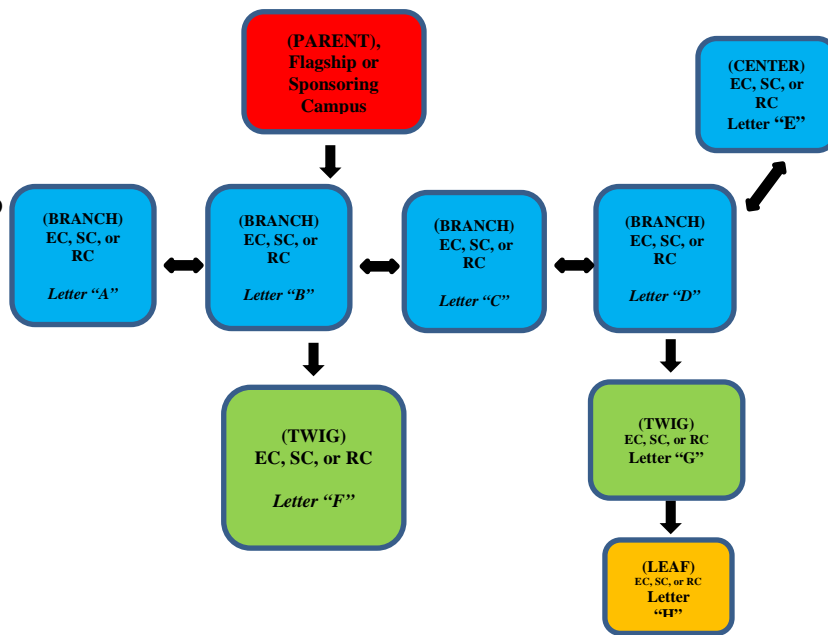
PARENT CAMPUS

A parent campus is often referred to as the main or traditional campus. This is usually the flagship, first, or sponsoring initial higher education institution for the branch campus, center, or twig. The parent campus is usually located geographically where the president and board of trustee members work; and where visionary planning and long-term decisions on behalf of all the campuses are made (Bebko & Huffman,

2011; Bird, 2007; Schwaller, 2009). Many branch campus administrators and educators that appreciate the rigors of scholarship avoid the term "main campus." The term is perceived and viewed as a superior or a better option, or that the education quality or consistency may be inferior at the other remote campus locations within the institution (McCaslin, 2013).

BRANCH CAMPUS

A branch campus is the largest and most complex learning community within the extended family of the parent, flagship, traditional, or sponsoring campus. These campuses are also known as the child of the parent campus. They can be smaller than the parent campus, or larger and serve more students. Most of these branch campuses provide onsite management, significant budget autonomy, and the necessary services to support scholarship and students' academic success (Bebko & Huffman, 2011). Each branch campus is unique in its organizational structure, curriculum design, degree offerings, services available, and how they market and attract students. Some may be small with only a few designated classroom spaces. Other campuses are co-located with other educational postsecondary, k-12 institutions, or government agencies. There are even campuses that rent space from private organizations located in different environments (McGrath, 2009).

With the recent and growing demand for high tech science, technology, engineering and mathematics (STEM), business, health care, medical and other high-pay and high demand career related degrees, more traditional students are attending branch campuses to prepare themselves for future academic and career advancement opportunities. Some branch campuses have

a large percentage of flexible program offerings at more convenient times, including nights and weekends. There are also a variety of face-to-face and distance education modality options to meet the needs of adult and commuter learners (Bash, 2003; Levin, 2007; Pallof & Pratt, 2003; TBC, 2013). Collectively, these exponentially growing branch campus learning communities are now more attractive to a broader spectrum of traditional and nontraditional students (Bird, 2014).

Not as common, since most branch campuses are commuter-based, some of the larger campuses have athletic programs, full-time tenured and adjunct faculty, executive administration and staff, research libraries, cafeterias, childcare, career services, health facilities, housing, student clubs, and their own security or police departments (Schuman, 2009; Schwaller, 2009; The Best Colleges (TBC, 2013). For example, Penn State University Park, is the parent campus to the Penn State Erie, The Behrend College branch campus. Behrend College is a four-year residential branch campus with more than 5,000 students, and 40 associate, bachelors, and master's degrees on 854-acres. The branch supports more than 100 student club organizations, has residential housing, and community life including personal and career counseling, health club facilities, and 22 National Collegiate Athletic Association (NCAA) sports programs for student participation (Huff Post College, 2013; TBC, 2013).

Branch campuses may have full-time tenure track or adjunct faculty, administrators, and classified staff to support student achievement. Branch campus senior leadership or campus executives titles vary, and depending on their autonomy, the chief executive are usually a president, chancellor,

vice president, dean, director, or campus manager (Dengerink, 2009; gossom & Pelton, 2011; Ponder, 2009;). Schwaller (2009) maintains "the larger governing body generally supervises and controls some aspects of the branch campus. Traditionally these have been budget development, planning, program review and approval, and the appointment of the campus president or chancellor" (p. 56). Facilities, including buildings, classrooms, and resources, are usually managed by the branch campus administration. Student activities, clubs, events, and engagement opportunities may be offered to students at branch locations. There are extension community college and university campuses throughout the United States with remote locations that fit this definition of a branch campus (TBC, 2013).

CENTER OR SITE

A center or site is a smaller remote campus, located away from the parent campus, which offers full academic degree programs. Center or site locations are not considered temporary, and there may be onsite management, limited budget autonomy, few or no fulltime resident faculty, and minimal if any student support resources and services. Centers and sites provide many of the essential services that a branch campus offers, but due to their lower student enrollment numbers or limited program offerings, may not offer many student support resources and services. The facilities are considered institutes or specialized teaching sites, and there are fewer extracurricular services under the student and academic affairs umbrellas. Most U.S. remote locations are centers or sites and not the traditional "full service" branch campuses (Bebko & Huffman, 2011).

TWIG

A twig is an extension and remote location of a branch, center or site, and is usually controlled or managed by the leadership at the branch or center. Most twigs are small, with minimal services and programs to support scholarship. A few may be large and serve more students while providing fewer resources than centers or branches.

LEAF

A leaf is an extension and remote location of a twig, and is usually controlled or managed by the leadership at the branch or center. The leaf is often smaller than a twig and provides less services and programs to support scholarship. A leaf that is larger and serving more students than a twig or a branch location is also a less common arrangement.

BRANCH CAMPUS FLEXIBILITY AND RESPONSIVENESS

Branch campuses have the potential to attract and offer more intimate learning environments for place-bound students (Lardner, Malnarich, Huerta, Murphy, Kochhar-Lindgren, & Murphy, 2009; McGrath, 2009). As they are called upon to be responsive to community needs, their individualized organizational structure and individual identity may also evolve and change over time. Historically, branch campuses were strategically placed in areas where the parent institution saw a demand for academic program offerings. Today, branch campuses are being employed at a faster rate in locations where population or economic development growth are expected to increase, usually in highly dense urban areas (Norby, 2005). Branch campuses provide more flexibility in class time offerings and curriculum modalities for

traditional and nontraditional students and adult learners (Olswang & DeGive, 1999).

Branch campuses offer educational opportunities in traditionally smaller classroom settings, while integrating a variety of instructional learning modalities, and less student service activities at a lower cost (Bird, 2014; Cooper, 2011; Schwaller, 2009). As branch campuses increase both in popularity and in the number of students they serve, more adult learners are preferring these learning environments (Hornsby, 2009). Their unique organizational structures expands educational access to place-bound, time-bound, resource-bound, out-of-state and international students. However, some of the most important criteria that guides the success of advancing the institution's mission at a branch campus, is a clear strategic vision built around often high demand programs (McGrath, 2009; Norton & Pickus, 2011).

Other important elements of success include providing appropriate and sustainable budget allocation with local leadership and a degree of autonomy (Bebko & Huffman, 2011). Quality assurance, assessment metrics, shared-governance leadership, and providing the appropriate infrastructure and services to support students, faculty, staff, and community stakeholders are essential (Bird, 2007). The uniqueness, flexibility, responsiveness, adaptability and contributions to scholarship, degree completion and credential attainment are strong attributes of branch campuses. In collaboration with business and industry, and other educational partners, these institutions can have a strong impact on economic development in the communities they serve (Bird, 2014; Dengerink, 2009;

Norby, 2005). Unfortunately, the importance of branch campuses in the 21st century is not always recognized or appreciated which adds to their confusion.

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