



INNOVATION ABSTRACTS

Published by the National Institute for Staff and Organizational Development (NISOD) • College of Education • The University of Texas at Austin

A TECHNOLOGY ENRICHMENT COOPERATIVE

Butler County Community College embarked upon a \$6 million multi-phase technology project to provide voice, video, and data access through information technology for students, faculty, and college staff. Objectives included offering students optional enrollment processes, including enrollment via Internet or through a telephone voice response system; faster response to financial aid requests; and an efficient process for degree audits, not only for students' academic plans at BCCC, but for their transfer to other institutions. Additionally, the plan was to support on-line coursework and training to business and industry in their work locations and to students in their homes.

During this time, the Information Services (IS) division, through funding from a U.S. Department of Education grant, added three computer technician positions. The division reorganized its staffing patterns under the supervision of the college's chief information officer, another new position. However, it soon became obvious that the work involved in building a new technological infrastructure, while maintaining routine technical service for classroom labs and faculty/staff offices, was overwhelming.

The answer to this problem, of course, was to increase the number of staff in the IS division. However, that was a challenge at a time when personnel budgets could not support additional payroll costs. So, IS generated a plan to train students as in-house computer technicians to fill the gaps in staffing patterns. Consequently, BCCC joined a small but growing number of educational institutions offering computer training to students and then hiring them to decrease labor costs and increase in-house staff.

The Technology Enrichment Cooperative Employee (TEC-E) program was born with two objectives: to provide an enriched learning environment for the TEC students moving from high school to BCCC, and to help meet the service and support needs of the IS division. This program, although not limited to computer science

majors, provides daily application of classroom theory and instruction to a hands-on work environment.

TEC-E consists of a one-week (40 hours), paid summer institute that provides hardware/software and network support training specific to the IS environment at the college. The students who participate (TEC Employees or TEC-Es) agree to provide a variety of IS services during their four semesters of enrollment. The TEC-Es earn a differential student pay rate with regular increases as their experience grows. Workloads are 15-25 hours per week each semester.

Students applying for the TEC program must meet these selection criteria:

- An earned high school diploma or equivalent
- TEC application completed with an official transcript and supporting recommendations from instructors and employers
- A demonstrated history of hardware/software or network experience
- TEC summer institute completed
- A completed financial aid application
- Enrollment in 12 hours or more.

The first TEC Institute was held August 1998. The Institute meets one week before fall semester classes begin. The agenda includes intense one-on-one training, focusing on handling of the top 10 daily computer and networking problems encountered by faculty and staff. The morning sessions include lab demonstrations with the afternoon sessions dedicated to fieldwork. Among others, students learn computer setup, troubleshooting, software installation, memory upgrading, sound card installation, printer and computer care and maintenance, computer and network configuration, and customer service. TEC-Es act as resources for entry-level users trying to master Office Suite, browsers, and other basic applications. The latest challenge for the TEC-Es is to design, create, and staff a "help desk" for the college.

TEC is a win-win program. Students learn increasingly more complex applications. They have a guaranteed job while they are enrolled at BCCC and a first-class resumé when they leave. Their on-the-job experi-



ence, in relation to starting salaries, is in one of the 10 hottest community college programs and in one of the 25 hottest programs nationally. The college has a pool of bright, motivated, inventive workers to help service technical needs across the campus in student labs and faculty, staff, and administrative offices. A visible result of the valuable services of the TEC-Es is the diminishing stack of service requests from faculty and staff, as the college technical environment has improved and support services have increased.

Tom Erwin, *Chief Information Officer*

For further information, contact the author at Butler County Community College, 901 S. Haverhill Rd., El Dorado, KS 67042. e-mail: terwin@butler.buccc.cc.ks.us

PARTNERING FOR CELEBRATION

Partnering can pay off! For the past two years, the Cultural Diversity Committee and the Liberal Arts Department have pooled resources to offer exciting programs featuring artists from various ethnic groups. Our students, faculty, staff, and the community-at-large attended these events free of charge. We filled the 400 seat auditorium each time!

In all of our programs we try to celebrate diversity, increase a sense of community, develop linkages with other organizations, expose our students to published authors and noted artists, and provide role models.

In spring 1998, we hosted two North Carolina writers: African-American Lenard D. Moore and Native American Marijo Moore. Both college and community were invited to attend their readings and discussions on a Tuesday night. On Wednesday morning, the guest writers participated in a panel discussion on "Writing From Your Origins," also featuring our Spanish teacher, a native of Cuba; a student, a native of Guam; and an English professor of Irish extraction, from a neighboring college. Best of all, each writer visited two English classes that day to interact with students. Our college was able to pay for the writers' two-day residencies with a grant from the Education Foundation, funds from the Cultural Diversity Committee, and a special wind-fall from the college's 40th Anniversary Celebration budget.

In spring 1999, Liberal Arts and Cultural Diversity joined again to present a one-woman show, "Balancing Act," starring Wambui Bahati, of Greensboro. On its way to off-Broadway, the show was touring North Carolina through an A. J. Fletcher Grant. This time we

reached out to the local chapters of the National Alliance for the Mentally Ill and Mental Health Association for cosponsorship. Our funds paid travel and lodging expenses for Ms. Bahati, and, of course, our auditorium rent was free.

Ms. Bahati's show dealt with her experiences as a professional actress battling bipolar disorder. Accompanied by a three-piece jazz band, she belted out songs and brought the audience to tears with scenes of her ups-and-downs, from childhood to Broadway and back home to a housing project. The next day, she visited humanities classes, engaging students in dialogue.

The visiting artists touched students in amazing ways. For minority students, they served as role models for success. All students caught a glimpse of the creative life and the variety of backgrounds that produce it. But the most gratifying result of our cooperative cultural venture was the reaction of our faculty. Living, breathing artists on campus lifted and inspired us, and renewed our efforts to enliven our classes.

Margaret Baddour, *Instructor, Humanities*
Annette D. Hawkins, *Chair, Cultural Diversity*

For further information, contact the authors at Wayne Community College, Caller Box Number 8002, Goldsboro, NC 27530-8002.

e-mail: mbb@wcc.wayne.cc.nc.us

e-mail: hawkins@wcc.wayne.cc.nc.us

Suanne D. Roueche, Editor

February 11, 2000, Vol. XXII, No. 4

©The University of Texas at Austin, 2000

Further duplication is permitted by MEMBER institutions for their own personal use.

Innovation Abstracts (ISSN 0199-106X) is published weekly following the fall and spring terms of the academic calendar, except Thanksgiving week, by the National Institute for Staff and Organizational Development (NISOD), Department of Educational Administration, College of Education, SZB 348, Austin, Texas 78712-1293, (512) 471-7545. Periodicals Postage Paid at Austin, Texas. POSTMASTER: Send address changes to *Innovation Abstracts*, The University of Texas at Austin, SZB 348, Austin, TX 78712-1293. Email: sroueche@mail.utexas.edu