Developing and implementing institutional priorities for an adult-oriented college through a system of management objectives

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DEVELOPING AND IMPLEMENTING INSTITUTIONAL PRIORITIES
FOR AN ADULT-ORIENTED COLLEGE THROUGH A SYSTEM OF
MANAGEMENT OBJECTIVES

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A MAJOR APPLIED RESEARCH PROJECT PRESENTED TO
NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DOCTOR OF BUSINESS ADMINISTRATION DEGREE

1981
ACKNOWLEDGEMENTS

"There is no royal road to anything. One step at a time; all things in succession." (Anonymous)

*** To Nova College, for their support by providing the place to be for testing and writing about my theories.

*** To The Exxon Foundation, for their financial support to pursue my studies; and to my father, Bernard F. Shearon, for making that support possible.

*** To Dr. Carl Cooper, for being there for me, and for traveling the entire road of the Doctorate in Business Administration program beside me - from our first steps in class to our final steps - across the stage.

*** To Dr. Richard Hodgetts, for being my teacher, my mentor, my wise and trusted counselor, and especially my friend.

*** To Dr. Martin Veiner, for believing, encouraging, supporting and prodding me, when needed, so that I would achieve my goal; and for making it all possible through his vision which provided the opportunity for me to become what I wanted to be.
DEVELOPING AND IMPLEMENTING INSTITUTIONAL PRIORITIES
FOR AN ADULT-ORIENTED COLLEGE THROUGH A SYSTEM OF
MANAGEMENT OBJECTIVES

By
Margaret Rogers Shearon

Major Department: Management Date: June 1981

Nova College, the undergraduate center of Nova University, was faced with the need to make additional organizational and structural changes in order to meet mandated requirements of the Southern Association of Colleges and Schools as well as to accommodate increasing student enrollment and growing competition from a large public university. This study was concerned with the changes made in the Business Programs and Career Division of Nova College.

An assessment was done to determine the areas most in need of change. This led to developing and implementing institutional priorities through a system of managerial objectives. Several research questions were asked in the process of investigating the problem: 1) Was there a need to make internal structural changes and was there an awareness of this need? 2) Could the perceived problems be diagnosed and corrected in reasonable time? 3) Was there an effective operating framework and could one be developed if needed? 4) Did mission statement and goals exist for the College and could these be further developed if needed? 5) Was the current organizational structure meeting the institution's goals and could the structure be altered if needed? 6) Were the necessary skills for managing an academic division defined and could they be be defined?

The central thesis was that the specific strategic approach of developing and implementing a system of management objectives would establish institutional priorities for Nova College thereby leading to a more effective use of resources.

The methodology used in this research project was a case study presented with historical descriptions. Four management models were used to assess, evaluate and diagnose the current situation. The goals which existed at the beginning of the project were compared to the new system of institutional priorities implemented by the conclusion of the project.
The conclusions or results of this research project demonstrated that the central thesis was valid: the operation, administration and management of an academic unit can benefit from the adoption of clearly defined managerial objectives. More specifically the findings showed that:

1) A need did exist to make internal structural changes in the Career Division and Business Programs at Nova College and key personnel were aware of the need. The redesign of the organization is consistent with and supportive of the mission and goals of the College.

2) Some of the problems which existed were resolved through the creation of a new organizational framework and the development of a series of systematic operational procedures for both the Career Division and the Business Programs.

3) No mission statement existed at Nova College. Therefore, one was developed which became the first step in the process of developing and implementing institutional priorities and goals.

4) The skills necessary to manage the Business Programs had not been defined. A skills inventory was developed using as resources those writings which had addressed the issue of managerial competencies such as the AMA Masters Program and the McBer Report about leadership of non-traditional college programs.

Finally, a combination of management skills and concepts were applied in seeking a solution to the problem. The most easily identified was management by objectives (MBO), but the author also employed the analysis of the critical contributing factors, an adaption of systems management techniques, an assessment of structure and strategy, and the major components of an organization development intervention model. Further continuing research and adaptation will be necessary to achieve all of the goals for Nova College set forth in this paper.
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I. INTRODUCTION

The only choice for an institution is between management and ... management. Whether it is done right or not will determine largely if the enterprise will survive and prosper or decline and fail. (Peter Drucker, 1977)

In September of 1980, there were organizational changes projected for Nova College, the university's undergraduate center. The demand for these changes came from three major sources: the need to meet Southern Association of Colleges and Schools (SACS) requirements for maintaining academic accreditation; the need to accommodate trends of increasing student enrollment; and the need to meet the growing competition in the College's primary markets from the increased presence of a large public university in Broward County. Formerly, only Nova College had provided full four-year college opportunities to Broward County. To meet these demands, the college needed clear direction and structure, a need made imperative by shifts in the environment. As part of the change process, I was asked to take the then vacant position of Director of the Business Division at the College. It was agreed that I would assume these responsibilities for a limited period, only long enough to implement new policies and procedures for the Business Division, and where applicable, for Nova College. These plans were to be operational by June, 1981.

My qualifications for this position of leadership rested on the utilization of necessary skills and experiences from my prior five-year tenure with Graduate Management Programs at Nova University. Although I was not familiar with the problems of
Nova College per se, many of the same academic and operational problems encountered at the graduate level would have to be solved for Nova College. My job then was twofold: to provide specific leadership for the Business programs, and from that position to impact directly on the College's structure and definition. This paper focuses on the changes at Nova College.

A. Statement Of The Problem

This research project is an examination of, and commentary on, an institution's response to changes in its operating environment using the process of developing and implementing institutional priorities through a system of managerial objectives. The major focus of this research project is on the development of a clearly delineated institutional mission statement, as well as the goals, objectives and desired outcomes which emanate from this statement, and a report of the entire process. A pragmatic benefit of this process should be that the College's resources can now be utilized for maximum effectiveness.

A preliminary step in this process is an assessment of the existing purpose and goals for the adult-oriented programs of the College (see Exhibit One for a statement of goals as they existed in September, 1980, when this study commenced). Finally, the Business Division is the subject of a prototype project for the implementation of changes resulting from this process; changes that will eventually be implemented for the other academic and administrative areas of the College as well.
B. Background And Significance

1. The College

Over the last five years, from 1975 to 1980, Nova College has experienced a series of dramatic and sometimes turbulent changes. A short chronology will illustrate the broad and sweeping nature of these changes:

_____October, 1975 - Nova College, the undergraduate division, is created out of the New York Institute of Technology (NYIT) undergraduate program on the Nova campus.

_____January, 1976 - The College gets a new Director.

_____April, 1976 - The university begins offering undergraduate classes at the Coral Springs Bank Building. This second location in Broward is called the Coral Springs Learning Center.

_____December, 1976 - The Report of the Long Range Task Force is published which recommends "further development of the existing Center model...and the utilization by Nova College of the faculty in the graduate programs." (p. 3)

_____July, 1977 - A new Dean is appointed for Nova College and a major reorganization occurs among key personnel. The position and job description of the previous Director changes as the College is separated into three major academic entities or departments: Business Administration, Education, and Human Sciences. The latter two entities have Directors either incumbent or appointed, but the Business Division does not. Instead, its direction is shared with one of the other major departments.

_____December, 1977 - Nova College becomes the undergraduate
Center. Center status within the University organization represents a major step in organizational maturity. Along with this change, the College announces new degree and specialty offerings, all leading toward fewer but more appropriate academic options.

October, 1978 - The Evaluation Committee of the Southern Association of Colleges and Schools (SACS) visits Nova College and presents their report which included such recommendations as the "employing of qualified personnel to analyze and appraise the purposes, processes and programs at Nova College... especially in the area of curriculum development" (p. 7).

July, 1979 - The original and only Dean of Nova College leaves and an acting Dean is designated to fill the vacancy. The Coral Springs campus moves towards separate Center status led by the former Director of the Human Sciences Division.

September, 1979 - The College responds officially to the 1978 SACS Report, a response which is updated in September, 1980.

January, 1980 - Another major reorganization occurs throughout the University and at the College, implementing the recommendations of the Long Range Task Force Report that appeared in December 1976. There are now three distinct organizational components of the college based on different specific target markets: the Career Division for the adult student; the Corporate Division for the engineering student; and the Day College for the young student. Each division has its own separate Director. The Day College represents a major shift in market focus to provide accelerated education for the bright, motivated, 16 to 21 year old student. Prior to this, all of the College's offerings were
developed for the mature student/adult learner. As a result of this latest reorganization, the university president becomes Acting Dean of Nova College.

January, 1981 - A modified version of last year's reorganization is announced by the president. There will be one Nova College with two equal parts. The Day College stands as is; the Career College represents the merging of the Career and Corporate Divisions. This time the market segmentation is complete with the Career College focusing on the needs of the working adult student, with no distinction made for engineering students. It is implied, not explicit, that the Director of the former Career Division will become the Director of the Career College. The president remains the Acting Dean. Of greater importance is the announcement of the "vertical organization," a mandated articulation between the undergraduate academic areas and their corresponding graduate centers. This is the last major change of the organization structure at Nova College to occur while the assessment of goals and the object of this research are in progress.

2. The Business Division

Concurrent with the constant changes impacting on the College was a consistent lack of specific leadership for the Business Division. For most of this same time, with the exception of an eighteen month period from February 1979 to August 1980 there was no Business Director. What makes this void more significant is that while most colleges were experiencing dramatic growth in their business programs, Nova College's
business enrollements were dropping. A short chronology of the Business Division will demonstrate this absence:

October, 1975 - Nova College is created without specific leadership in business. It is apparently hoped that such assistance, as required, will be provided by the NYIT business faculty which is large and seasoned, by the Dean of the graduate business program at NYIT, and by the Director of graduate management programs at Nova. This leaderless situation continues for over three years.

September, 1977 - The College creates a separate position for the academic Business Director and a search begins to fill the opening.

February, 1979 - The search for the Business Director concludes and the position is filled.

August, 1979 - The Bachelor of Science In Technological Management (BTM) program commences. This program represents a major new endeavor for the College and Business Division, as it is the first degree program specifically designed to meet a defined market need.

August, 1980 - The Director of the Business Division resigns. Although a search for a new Director is begun, most qualified candidates have made commitments for the new academic year and the position is not filled.

November, 1980 - The author of this research joins Nova College and the Business Division to begin the process which is described in this research report.
C. Research Questions

In order to focus on, and establish the parameters of, the proposed research project, the following questions will be investigated:

1. Does a need exist to make internal structural changes at Nova College in the Career Division and Business Programs? If so, do the key personnel have an awareness of the need for these changes?

2. Can the perceived problem areas in the Business Programs and the Career Division be diagnosed? If so, is there sufficient time to correct any inadequacies? If not, what contingency plans should be developed?

3. Is there a clearly defined operating framework in the Career Division and the Business Programs at the College? If so, are these effective? If not, can an effective frameworks be developed?

4. Does a mission statement, as well as goals and objectives, exist at the College? If so, do the goals emanate from the mission and are they consistent with it? If not, can mission and goals be developed?

5. Is the present organizational structure appropriate to meet the College's goals? If so, are the goals being met? If not, can the structure be changed to meet the goals?

6. Are the skills necessary to manage the Business Programs defined? If so, are they present in existing key personnel? If not, can these skills be imparted to current personnel or brought in with new personnel?
D. Central Thesis

It is the central premise of this research project that a specific strategic approach, i.e., the development and implementation of a system of management objectives in the form of clearly defined mission statement, goals, objectives, desired outcomes and the processes to evaluate the achievement of these results will establish the institutional priorities of Nova College's adult-oriented programs, thereby directing the distribution and utilization of limited resources for maximum effectiveness. It is further proposed that a specific academic division can be utilized as a prototype subject to test the validity of the central premise.

E. Definition Of Terms

The following list of words are used throughout this research proposal and they have a specific contextual meaning which will now be defined:

Accessible education - education which is provided in such a way as to make it most available to the learner. An example is the cluster program, in which courses are delivered to students in the field, or off campus.

Action Research - a form of systematic problem identification and solution in which the identifiers and solvers are one and the same.
Adult Student - the critical distinction defining the primary student of Nova College's Career Programs, specifically referring to those in the work force or returning to the work force who will be balancing the demands of their studies with the demands of jobs and/or families.

(a) Adult Condition - those qualities, complexities, needs, and demands which characterize most mature students.

(b) Adult-Oriented Education - programs specifically designed to meet the needs of adult students and in which they are active, self-learning participants.

(c) Adult Learning - the process by which mature students acquire knowledge, separate and distinct from those of the young learner.

(See also Andragogy)

Andragogy - the body of theory and practice on which self-directed learning is based; the art and science of helping adults learn.

Boundaries - the limits of the organization which may be expressed in terms of people on the payroll or involved with the organization in some manner, or expressed in terms of markets served, products offered, or services delivered, and their areas or territories.

Campus - the term used within the university organization to designate primarily the Davie location; and formerly used to designate an outreach site where degree programs could be offered, as in Coral Springs Campus.

Center - the term used within the university organization to
designate a major operating sub-unit; similar to the use of "school" at other institutions.

Cluster - a specific group of students who commence and conclude a degree program together, in lock-step fashion.

College Divisions - three now, but moving towards two, major components of Nova College; the separating distinction is the definition of their primary markets, and the methods of providing programs and services to those markets.

Competency-Based Instruction - an attempt to measure learning on the basis of specific skills to be acquired, rather than the more traditional and ambiguous measurement of knowledge obtained.

Diagnosis - identifying the gaps between what is and what ought to be the organizational situation; examination of the deviation of what exists from what is considered appropriate.

Environment - once boundaries for the organization are established this term refers to "everything else" interacting within and upon the organization.

Equifinality - the ability to adapt continually to environmental changes and responses (Cummings and Markus, 1979).

Goals - An attempt to define the organization's "core mission" or "core transformation process" by stating the purposes for existing in order that people can focus their energies in the right directions.
Goal Agreement - the extent to which people exhibit in their informal behavior agreement with stated goals.

Goal Clarity - the extent to which the goal is stated concretely so that some things maybe included (necessary) and other things maybe excluded (unecessary).

Goal Fit - The degree of appropriateness of organization goals as measured by whether or not goals are consistent with ensuring organizational survival.

Homeostasis - the ability to achieve internal equilibrium and consistency (Cummings and Markus, 1979).

Input-Output System - the process by which resources such as people, ideas, raw material or capital, are transformed into goods and services.

Insitution - for the purposes of this paper, institution refers to Nova College and its Career Division. In context it may refer to all centers, divisions, departments and units of Nova University as well as the umbrella parent organization in its entirety, but if so used will be specifically identified.

Intervention - A deliberate or planned effort to change existing organizational processes or procedures.

Mainstream Education Programs - programs and degrees offered in the traditional delivery format, i.e., daytime classes over a 9 - 10 month school year to a traditional student body.
Mission - very broad and general statements about the organization's purpose for being in business or existing.

Modules - a specific set of courses usually composed of five 3 semester courses focused on one major subject area. An example is the Purchasing Module, which covers such courses as: Principles of Purchasing and Materials Management; Procurement and Contracting; Contract and Procurement Law; Negotiations and Price Analysis; and Purchasing Policy. These specialty modules can be offered as independent certificate programs, or credits can be used to fulfill degree requirements.

Non-traditional Education - any program or degree offering which differs from traditional education in either delivery format, locale, course content, instructional methodology, age of student body, active involvement of the student in the learning process, etc.

Normative Behavior - what people actually do in an organization as compared with what they are supposed to do; "usually determines whether otherwise technically excellent systems succeed or fail" (Weisbord, 1978).

Open System - the extent to which an organization has the ability to adapt and respond to changes dictated by the environment or factors beyond its control.

Ownership - the attitude, commitment and involvement of people in an organization towards problems and their individual roles in attempting solutions.
Pedagogy - the body of theory and practice on which teacher-directed learning is based; the art and science of teaching children.

Prior Learning - that acquisition of skills, abilities and knowledge which occurs before entering a degree program, usually not in a classroom setting.

Skill Assessment - a necessary first step in the process of competency-based instruction which evaluates the student's current ability level.

Socio-technical System - the independent social and technical components as they relate to each other, internally, and as they relate to the environment, externally, all parts fitting together into a whole entity (Trist, 1962).

Southern Association of Colleges and Schools (SACS) - the accrediting body which evaluates the academic adequacy of degree programs and support services offered by collegiate institutions within its specified geographic region.

Structure - the formalized manner by which an enterprise arranges its necessary parts. There are many potential choices for these forms and each has advantages and disadvantages.

Transformation Process - the interaction of people and technical systems in which inputs generate outputs.
Assumptions made which are important in the focus of this research project are as follows:

1) That the development of institutional priorities through mission statement and goals leads to defining and providing an effective operating organization.

2) That the organizational structure necessary to support established priorities can be developed and implemented.

3) That a system of managerial goals, objectives, and processes of evaluation will provide an effective operating framework for the distribution of resources.

4) That the definition of skills necessary to manage the institution, and in particular, to manage the Business Division, will be an effective step towards providing for division and college leadership.

5) That the results of the research will be implemented to solve real problems in an actual organization, this being the difference between a MARP and a traditional dissertation.

6) That the implementation of this research project will be evaluated for its effectiveness in solving real problems via the use of the Business Division as a prototype.

7) That this research project will incorporate and utilize knowledge, theories, concepts and skills gained in the Doctorate of Business Administration program, i.e., from specific instruction and networks developed during the program.

Limitations of this research project which are critical
to the outcomes of this study are as follows:

1) This study is confined to Nova College's Career Division and Business Programs; only background information on Nova University is introduced where its use sheds light on the principal topic.

2) A more specific target of the research project is the Business Division of Nova College by virtue of the author's responsibility and the president's direction.

3) The general time period which is referenced in this research project starts with the inception of Nova College up to the present. This limitation is possible because the College is a young organization.

4) The specific time parameters for gathering data, analysis of data, and implementation of findings covers the discrete period from November 1980, through June 1981.
II. REVIEW OF THE LITERATURE

Humanity faces a quantum leap forward. It faces the deepest social upheaval and creative restructuring of all time. Without clearly recognizing it, we are engaged in building a remarkable new civilization from the ground up. This is the meaning of the Third Wave. (Alvin Toffler, 1980)

A review of the available literature proved to be a rich resource in documenting other similar interventions. In fact, one might almost conclude that organizational goal setting is one of the liveliest current issues in management. Perhaps, as Drucker says, "managing the fundamentals" is essential for survival in the 80's. It is therefore more important to know what the fundamentals are. As always in this field, the leading edge of thought and research is best represented by journals, newsletters and conference topics. The need for secondary research was minimized because of the applied nature of the project. However, the following sources are a sample of those which were used in this research:

A. Competencies and Skills Assessment - There is a great deal of research activity in this area, with many implementation efforts, possibly a result of equality-oriented legislation. Whatever the motivating forces might be, the American Management Association has developed "The Competency Program - a graduate management program," designed to offer managers a unique opportunity to acquire the skills related to superior managerial performance (AMA Competency Program, 1980). In this program, manager-students are given a competency audit from which learning plans are designed to provide the needed skill development and
knowledge acquisition. Participants must justify and document their particular managerial competencies and demonstrate that they have used these same skills on their jobs. The actual learning design is to supplement where knowledge gaps exist. Students completing this program earn a master's degree. If traditional colleges and universities adopt this educational philosophy, then there could be some markedly different curriculum development in the years ahead.

In a similar vein, William Anthony's Management: Competencies and Incompetencies (1981) speaks directly to the questions of "what should a manager do, what must a manager know, and what skills must a manager practice?" Clearly the intended audience is the professional manager who is always busy and in need of quick, concise and useful answers. Other sources such as those by McBer and Associates in their massive report about the skills present in successful college administrators, "The Guardians of Campus Change: A Study of Leadership in Non-Traditional College Programs," (1980), as well as this same company's input into the AMA Masters Program, seem to be written primarily for the selectors of potential managers rather than the manager on the spot. In spite of their differences, all mention what are essentially the same skills or competencies repeatedly: know the environment, know the market, know the organization, and know the people.

Another prolific author on the subject of acquiring skills for the adult learner is Malcolm Knowles, Self Directed Learning (1975). All of these resources speak of the necessity of
defining minimum required skill levels for learning or for functioning at a specific operational level, as well as the mechanisms for evaluating both current skills and the skills acquired in training or education programs.

B. Organizational Change and Development - This area of the literature review has a great number of sources, articles, and current research. One of the most useful sources is the Harvey and Brown Experiential Approach to Organization Development, (1976), containing the eight stage model of an organizational intervention process, as well as a step-by-step process for developing and evaluating organizational change.

Vincent Bozzone's articles "The Management Cycle, Parts I & II," (1980, 1981), speak about the reality of organizational neurosis when there is no clearly defined mission to provide an overall context and direction for decision making and the impact this has on the effectiveness of the organization. Kurt Olmosk (1972) who delineated seven "pure" strategies of change recognized that all change strategies reflect the value system of the strategy selector.

Marvin Weisbord (1978) provides one of the most pragmatic works on organizational diagnosis. He presents clear understandable theory along side of specific short instruments for immediate use and application. Weisbord also recognizes that any change strategy reflects someone's value system. Almost all of the current literature when addressing the issue of changes in the work force makes reference also to changes in worker values. For example, the impact of the two-career couple, or the
inclusion of previously excluded woman in management, have created a need for organizations to be responsively adaptive. When writing about the work and the workplace, no one surpasses Henry Mintzberg's *The Nature Of Managerial Work* (1973), and *The Structure Of Organizations* (1979). An unusual perspective is provided by Steele and Jenks (1977) in *The Feel of the Work Place*, which employs a climate concept through the analogy of the "changing weather" from hurricanes to balmy breezes.

C. Managing During Times of Turbulence - Interestingly, two of the more helpful sources in this area are the extremely popular and recent titles: Alvin Toffler's *The Third Wave* (1980), and Peter Drucker's *Managing In Turbulent Times* (1980), both of which appear destined to become bibles for managers. The McBer and Associates definitive report referenced earlier also looks at the qualities of leadership most essential in managing non-traditional college programs.

Other sources equally helpful were the Chris Argyris and Richard Cyert book on higher education, *Leadership In The 80's*, (1980), and Cyert's article (1978) about "Managing Universities Of Decreasing Size." Both of these last sources examined turbulence on the campus and turbulence in the academic world, as did The McBer Associates Report (1980). The 1980's will bring many changes for higher education, and institutions across this country are having problems adjusting to the changes demanded. Harvard University's Derek Bok, in "Business and the Academy" (1981) explains that even flagship institutions must now enter the competitive marketplace to attract sufficient numbers of high
calibre students. A partial source of this problem is the diminishing educational population, resulting from population trends as described in Jeffrey Tarter's article (1980), "The Baby Boom: Where Have All The Children Gone?"

D. Managing By Objectives (MBO) — Most of the literature about MBO concerns itself with the entire system of managing with behavioral objectives, a slightly different process than the one used at Nova College. The following sources proved particularly helpful: George Odiorne, whose name is virtually synonymous with MBO from his earliest writing on the subject in 1965, adapted his original theories into a modified version for the 1980's, MBO II. George Morrisey in Management By Objectives And Results For Business And Industry, (1970, 1977), tied the more abstract theories into concrete desired outcomes using the real world as his testing ground, as did Beck and Hillmar in Making MBO/R Work, (1976). William Reddin in Effective Management By Objectives, (1971), has a useful concept of "effectiveness areas" as measured by the attainment of necessary outputs for a managerial position. Anthony Raia's Management By Objectives, (1974), contains a complete annotated bibliography of the field.

E. Organizational Structure and Design — Resources in this area which proved especially helpful were: Alfred Chandler's Strategy and Structure (1962), a classic in the field which is based on studies of four large corporations, and presented the concept of "the adaptive response," one that involved major changes for the organization while staying within the range of current custom (1962, p. 284). Gary Steiner's collection of
seminar presentations on The Creative Organization (1965) defined some of the particular characteristics necessary to foster originality and innovation within organizational structures. Jay Galbraith's Organization Design (1977), focuses on the choices organizations can make among the many optional forms available and the conditions under which certain forms are not viable; while Henry Mintzberg's The Structuring of Organizations (1979), argues that most organizations fall into one of five natural structures and that harmony among the parts of the structure is the key to organizational success.

An independent survey of 22 Chief Executive Officers (CEO's) as to, "What their concerns were for the 1980's," established their concerns were about the same subject areas as those referenced above. The CEO's defined themselves as needing to know more about coping with limited resources, designing responsive organizational structures with the increased ambiguity of present times, and maintaining mission and goal coordination (Lippitt, 1981).
III. PROCEDURES AND METHODOLOGY

Weisbord's First Law of Snapshooting:
What you look at is what you see.
1st Corollary: What you look for is what you find.

The primary thrust of this research project is to develop a specific strategic approach, i.e., the development and implementation of a system of management objectives. Towards this end, there are six research methodologies used.

A. Methodology - The project is primarily a case study using as the specific situation the organizational needs of Nova College's Career Division and Business Programs in developing and defining an operating framework. In addition, because the College cannot be studied in isolation, there is a description of its historical evolution over the short time of its existence. This study utilizes three original models of the organizational system as applied to Nova College which not only clarify its operating reality but also assist in delineating the problem areas. (See Figures 1, 2, and 3). There is some use of both developmental and experimental methodologies in the new strategy being developed, implemented and evaluated for effectiveness. For this task, use is made of the Harvey and Brown "Stages of an Organization Development Program" model (1976) (See Figure 4). Finally, there is a comparative analysis of the new system of management objectives with those which existed prior to September, 1980.
B. Sources of Data - There are two major sources of data. Primary data was obtained through observation, interviews and participation in the various problem-solving work groups at the College. Secondary data was obtained through various organizational documents, i.e., records, files, minutes of meetings, various and voluminous special reports, and papers which exist for a college.

C. Criteria for Use of Data - All data and exhibits generated for this research project pertain to the operations of Nova College's Career Division and Business Programs.

The models shown below and in detail in the next section, (Figures 1 through 4) were used in the assessment, evaluation and diagnosis of the current situation at Nova College, and are more fully interpreted in Chapter IV.
**FIGURE 1: ENVIRONMENTAL FACTORS IMPACTING ON THE ORGANIZATION**

![Diagram of environmental factors impacting on the organization]

**Suppliers** → **THE ORGANIZATION** → **Customers**  
**Competitors** → **THE ORGANIZATION** → **News Media**  
**Special Interest Groups** → **THE ORGANIZATION** → **Community**  
**Public** → **THE ORGANIZATION** → **Inputs**  
**Outputs** → **THE ORGANIZATION**

*Source: M. Shearon, 1980*

**FIGURE 2: MODEL OF ORGANIZATIONAL PARAMETERS**

![Diagram of organizational parameters]

**THE ORGANIZATION**  
**TECHNOLOGY**  
**PURPOSE**  
**PEOPLE**  
**STRUCTURE**  

**THE ENVIRONMENT**  

*Source: M. Shearon, 1980*
FIGURE 3: MODEL OF THE SOCIO-TECHNICAL SYSTEM OF ORGANIZATIONS

FIGURE 4: STAGES OF AN ORGANIZATION DEVELOPMENT PROGRAM

KEY: ISSUE TO BE SETTLED O.D. STAGE SOURCE: HARVEY & BROWN, AN EXPERIENTIAL APPROACH TO ORGANIZATIONAL DEVELOPMENT

SOURCE: J. GOLDHAR, 1980; MODIFIED BY M. SHEARON, 1980
IV. PRESENTATION OF RESULTS

In turbulent times, the first task of management is to make sure of the institution's capacity for survival, to make sure of its structural strength and soundness of its capacity to survive a blow, to adapt to sudden change, and to avail itself of new opportunities... This means that in times of rapid change the fundamentals have to be managed well. (Peter Drucker, 1980, p. 1)

A. Overview and Entry

Upon joining the Nova College organization in November 1980, the author was presented with two documents meant to be used as policy guides: The Current Goals for the College's Career Division (See Exhibit One) and The Position Specification for the Director of the Business Division (See Exhibit Nine). Both of these documents although stated in specific terms, were not clear and were, in fact, limiting.

The goals as stated were not goals but rather desired outcomes, as they were neither tied to a mission statement nor clearly measurable in any quantifiable or objective way. For example, the first goal listed of "expanding our business population two times by 1981" demands immediate definition of the following:

a) What group of students composed the business population? Were degree and non-degree students included? At this time Nova College had regular business students, special students and BTM students.

b) How can expansion be measured when there is a question of "two times" what finite number established at what measurable point? There was no clearly established baseline.

c) The reference to "by 1981" was equally imprecise. There are three different calendars used in the typical college: there is the academic year, the calendar year
and the fiscal year. By when in 1981 was the increase in projected enrollment supposed to occur: January? June? September? December?

These issues are not being raised to nitpick; rather, they are critical questions for the managers of the Career Division's programs. If BTM students were included in the business population, the goal/outcome had already been achieved using any prior point of time. Similar problems of specificity existed with each of the other goals listed.

The position specification for the Business Director also presented problems of objective measureability as it was a listing of particular job duties rather than a description of reporting and coordinating relationships, responsibilities and authority. There were internal regulation mechanisms in this document provided by objectives #16 and #17 of the position specification. Objective #16 allowed the duties to be refined further and requested that a process model be presented; objective #17 opened the definition of duties to alteration and adjustment with the classic "other responsibilities as assigned."

Specificity problems aside, these two documents plus a modified version of the 1979 organization chart (See Exhibit Five) were starting points of the research for this study. These modifications included the deletion of the Marketing group, the move of the Humanities position to Human Sciences and, most significantly, the separation of Coral Springs into a separate center.
B. Data Collection and Diagnosis

To evaluate the current operating reality of the college and to begin imposing order on the situation I was entering, I created and used the original organizational system models presented in Figures 1 through 3 and the Harvey and Brown model, "Stages of an Organizational Development Program" presented in Figure 4.

It was through the use of these models as analytic and diagnostic tools that the gaps at Nova College between "what is" and "what ought to be" became apparent. The most important gap existed in the structural area, evidenced by the absence of a clearly defined central core purpose which severely limited objective evaluation of the organization's effectiveness.
FIGURE 1: ENVIRONMENTAL FACTORS IMPACTING ON THE ORGANIZATION

Competitors

Special Interest Groups

Customers

News Media

Public

Community

Suppliers

Inputs

Outputs

SOURCE: M. SHEARON, 1980
Figure 1: Environmental Factors Impacting On The Organization. This model represents all of the external realities to which an institution or organization must contend and respond. Responding effectively to these factors becomes even more critical in times of rapid and turbulent change. For Nova College the times were indeed turbulent. After eleven years as the only independent, accredited, four-year, undergraduate, degree-granting institution in Broward County, it was facing serious market competition. The two state universities located in the counties just to the north and south of Broward, Florida Atlantic University (FAU) from Palm Beach County, and Florida International University (FIU) from Dade County, were aggressively seeking to increase their presence here. Not only were these institutions willing to combine forces to have a large joint campus in Broward, but the desired location of that campus was directly across College Avenue from Nova on the main campus of Broward Community College (BCC). There were somewhat sporadic legislative energies spent towards accomplishing this goal; as of this writing the necessary dollars have just cleared through the state appropriation mechanisms. It is only a short time before the FAU-BCC Campus is a reality. The proposition had the support of powerful Dade, Broward and Palm Beach legislators and the Governor, himself.

Since Nova College will be facing increased competition, the obvious next place for evaluation is the area of image or reputation. The question must be asked, "How is the institution viewed by its various publics?" This public is composed of the specific consumers of Nova programs, the greater Broward
community and the media. In a developmental study which was commissioned by the President:

to determine and appraise constituent and community attitudes concerning the public image of the university, its influence on the greater Broward and Dade communities, and the acceptability of its educational programs it was found that most of those surveyed didn't really understand the non-traditional concept of Nova even though over 50 percent rated the university's image as fair to good (The Cumerford Report, 1980, p. 9).

The most significant findings of that report were that:

constituent impressions of the president are highly favorable...the lingering conflicts as well as the apparent financial instability of the past and the lack of an extensive public relations program have created an image problem (Cumerford, 1980, p. 9).

All is not bleak; the report itself represents the beginning of a new strong public and community relations program. It even suggests that there is available "outstanding leadership concerned with private education as offered by Nova who could become supportively involved if properly informed and enlisted." (Cumerford, 1980, p.12)

In summary, an analysis of Nova's operating environment suggests it to be moderately negative to neutral. The combination of low public image and increased competition aimed most directly at the markets of Nova College can pose serious concerns if not properly addressed. While competitors' behavior is beyond any institution's control, it is essential that it be accurately assessed. The most accurate description of the environmental change is that of a shift in competitor proximity and the significance of this presence. Quality of image, on the other hand, is directly within the organization's control and
must be addressed. Resources — time, money, and people — need to be committed and used toward correcting the image deficiency.
FIGURE 2: MODEL OF ORGANIZATIONAL PARAMETERS

THE ORGANIZATION

TECHNOLOGY

PURPOSE

STRUCTURE

THE ENVIRONMENT

SOURCE: M. SHEARON, 1980
Figure 2: Model Of Organizational Parameters. This model focuses more specifically on the internal operating realities of an organization or institution, with the external environment shown as surrounding the framework. Central to the functioning of the organization is its purpose or mission, with the structure stemming from this mission. Its primary tasks or activities should also be tied to this mission. Equally important but far less controllable components in this model are the technology of the industry of which the organization is a part and the people who make the system work. This model is considered an open systems model as it is constantly being affected by and affecting its environment; a change in any component part is capable of altering the reality of the whole. According to Drucker, when times are especially turbulent, "each institution must think through what the key physical item or asset for its business is, which should then be fairly easy to manage" (1980, p. 22). For an institution of higher education, the key assets are its "knowledge workers," those professional people who are highly trained and skilled in their field, and are more dedicated to their discipline than to the institution (Drucker, 1980, p. 131).

For Nova College it became apparent that the central core component of this model was missing. Although there was a sense of a common knowledge about what the purpose of the institution was, no written statement of purpose or mission existed. A clear mission statement had to be developed before the remaining components of this model could be accurately assessed. The mission statement for Nova College was ready by January, 1981 (See Exhibit Two).
In the meantime, a preliminary assessment of the structure present at the College suggested that much of what existed now had evolved during its fluid beginnings. Some of the divisions of responsibility were the result of previously independent programs being brought under the umbrella of the "Undergraduate Center;" others represented things that had existed but no longer were functioning in their former identities. Names had been continued because key personnel had stayed in charge. What this unfortunately reflected was an inappropriate sense of separateness no longer useful or justifiable for unifying the organization. Therefore, while the mission statement was being developed, a series of organization charts was gathered which represented the last two years of the College's evolution. These could more concretely represent "where we were" so that "where we want to go" might better be identified. (See Exhibits Four, Five and Six)

The task of the college was fairly easy to define - to provide undergraduate education. The technology of higher education is shifting rapidly with the advent of affordable personal microcomputers and telecommunications. Learning that previously had to occur in the classroom because of teacher convenience and scarcity of skilled human resources could be distributed to multiple locations providing accessibility and significant savings. As always it seems, educational institutions are not in the vanguard of technology adoption - even when the technology is created with their assistance. Nova College, however, had developed specific degree programs aimed at
serving the employees of high technology industry. This latter fact necessitated a more rapid adoption of current technology in order to provide the level of training students would need.

Finally, in assessing the people component of the model, the most glaring reality is the previous high turnover of most of the key personnel at the College. Almost no one currently occupied the same position they had held two years before, if they were still with the organization at all. That trend seems to be reversing with more on-going personnel continuing to do the same or similar jobs as they had the previous year.

In summary then, an analysis of the College using the Model of Organizational Parameters determined that the critical core component of a clearly delineated purpose was missing, while the structure had evolved historically and no longer accurately represented the operating realities. Furthermore, the role of the college was well understood by members of the organization; it was investigating ways of integrating technology in education; and a fairly stable nucleus of people who make the system work had formed. The first step in providing a central core was the development of a mission statement in January 1981 which once in place would allow for a reevaluation of the effectiveness of the structure, tasks and people, all of which are components of this model.
FIGURE 3: MODEL OF THE SOCIO-TECHNICAL SYSTEM OF ORGANIZATIONS

SOURCE: J. GOLDHAR, 1980; MODIFIED BY M. SHEARON, 1980
Figure 3: Model Of Socio-Technical System Of Organizations. 

This model focuses even more closely on the internal organizational social (people) and technical (tools, techniques, knowledge) systems. The concept of a socio-technical system rests on two premises:

- That an organization comprises a combined socio-technological whole,
- That this whole must relate effectively to its environment if it is to survive and grow (Cummings and Markus, 1979).

The social and technical components are independent yet interrelated as both must function well and in harmony for organizational effectiveness. The environmental interaction represented by the demands and results components continues on an almost constant basis with the organization responding to such factors as the scarcity or abundance of supplies, labor or financing; competitor's behavior or products; and the existence or absence of regulations. In turn, the organization can affect its environment by creating products or services which alter the needs, desires and habits of a consuming public.

Finally, the healthy socio-technical system itself tries to achieve two characteristics:

- Equafinality - the ability to adapt continually to environmental changes and responses while maintaining...
- Homeostasis - the ability to achieve internal equilibrium and consistency.

When applying this model to Nova College, its Career Division and the Business Programs in particular, what becomes immediately apparent is that the history of constant, almost annual change prevented the organization from reaching
homeostasis. Instead, the common state was fluid or flux, preventing equilibrium and also preventing the organization from achieving equifinality as the time and attention needed to be adaptively responsive to the external environment was used for adjusting to internal alterations.

Interesting corollaries with Figure 2 become apparent when focusing on the internal components of Figure 3. The "inputs" of the latter model contain all the same factors as those within the ellipse of the former model. In the model of the socio-technical system, however, the additional input factor - financial - places this model squarely in the real world. Without the existence of a strong, stable, financial base, there can be no survival. Nova University has never had this necessary base and although the institution has survived, it has done so at an enormous cost, most noticeably in the status of its public image as mentioned in The Cumerford Report.

Finally, this model utilizes for the first time the critical operational input factor, this being those standardized methods and procedures which allow the organization to manage its routinized functions. In an organization characterized by frequency of change, this factor becomes even more critical as it may be the only means for providing organizational continuity. At the time the author joined the college, the absence of operational consistency across academic divisions was the third most glaring void. Some corrective action had been taken, but significant movement was hampered by the lack of an academic Business Director. Interestingly, the absence of standardized
procedures on the one hand and the absence of a mission statement on the other had created a "bread sandwich" effect, that is two pieces of bread put together with no substance in between them. It was immediately apparent that the missing filler would have to be the specific institutional priorities or goals and the processes by which to obtain them.

In summary then, the Model of the Socio-Technical System of Organizations has focused attention on the internal "input - transformation - output" process, as well as identified two new critical input factors: financial and operational. In addition, this model through the "empty sandwich" effect which results after coupling Figure 3 with the Model of Organizational Parameters in Figure 2 identifies the need for a nutritional filler. Here, the development of institutional goals leading to the accomplishment of the College's statement of purpose or mission should provide the nourishment.
STAGES OF AN ORGANIZATION DEVELOPMENT PROGRAM

STATE OF DISEQUILIBRIUM EXISTS

STAGE 1
AWARENESS OF THE NEED FOR CHANGE

DECISION MADE TO ALTER STATUS QUO

STAGE 2
BEGINNING INTERVENTION: ENTRY CONTRACTING

SETTING OF MUTUAL EXPECTATIONS & OBLIGATIONS

STAGE 3
DEVELOPMENT OF CHANGE RELATIONSHIP

MUST ACQUIRE VALID INFORMATION

STAGE 4
DATA COLLECTION

DATA IDENTIFIES PROBLEM AREAS

STAGE 5
DIAGNOSIS OF SPECIFIC PROBLEMS

MUTUAL FORMULATION OF CHANGE PROGRAM

STAGE 6
INTERVENTION

FEEDBACK TO GROUP

STAGE 7
EVALUATION AND ADJUSTMENT OF DESIGN

STABLE CHANGE AND TURN OVER

STAGE 8
TERMINATION OF CHANGE RELATIONSHIP

KEY: ISSUE TO BE SETTLED O.D. STAGE

SOURCE: HARVEY & BROWN, AN EXPERIENTIAL APPROACH TO ORGANIZATIONAL DEVELOPMENT
Figure 4: Stages of an Organizational Development Program.

In using the Harvey and Brown model, some stages were presumed to exist by virtue of the institution's history, others were rather quickly worked through and the remaining stages became a focal point of the project. Specifically, Stage 1: The Awareness of the Need for Change and its accompanying issues of disequilibrium and the decision to alter the status quo were evident by September 1980. The negotiation process following my decision to join Nova College effectively dispensed with both; Stage 2: Entry and Intervention, and the issue of resolving mutual expectations and obligations between the College and myself. Stage 3: The Development of the Change Relationship, was accomplished as described below by November 1, 1980. Thus the primary use of the Harvey and Brown model began with the issue of the need for valid information which precedes Stage 4: Data Collection, and continued through Stage 8: Termination of the Change Relationship, all of which were concluded by June 30, 1981.

Recognizing that the actual point of entry into the change process began with the need to acquire valid information, some basis had to exist for the change relationship. In this case, a thorough understanding of the larger university organization acquired during my tenure with another program and center had already established relationships with key College personnel, and the College's participative decision to offer me the position had all facilitated forming the change relationship. In addition, it seems that my presence served to unblock the energy necessary to create useful change as well as perhaps lowered the frustration level of the other major academic division director by providing
an idea-generating, cooperative peer where previously he had struggled alone.

The major method for data collection came originally from those same factors which facilitated entry. This was modified rapidly by participation in the Career Division's decision-making process and by gaining access to whatever historical records and documents were available. Further modification came from the decision to use a systematic problem identification and solution method in which the identifiers and solvers are the same people for the entire intervention. It was decided that the focus of the intervention was the boundaried organization: its purpose, structure and processes for achieving its goals. What was not investigated in any detail were the specific relationships of the Career Division personnel. The issue of leadership was limited to the qualities and competencies of the director of the Business Administration academic division.

An action research format was used focusing on data collection (Stage 4), diagnosis of problem areas or gaps between "what is" and "what ought to be" (Stage 5), actions which planned and implemented the changes (Stage 6), and an evaluation of the effectiveness of the new strategies, priorities, and procedures (Stage 7 and Stage 8). The primary method of diagnosis was through the development and use of the original models of the organizational system which identified the major gaps in the Career Division:

- The absence of a statement of central purpose or mission.
- The absence of measurable, results-oriented goals.
The absence of systematic standardized operational procedures to manage routine functions.

In addition, two other significant gaps existed which were identified in the position description for the director of the Business Division:

- The need to define the required skills, knowledge and competencies for the position of Director of the Business Programs in order to guide the search process.
- The need to refine the curriculum design of the Bachelor of Science in Technological Management.

A final problem existed which crossed divisional lines and was a key factor in allowing the College to provide effective, quality education:

- The need to recruit, orient and coordinate the academic activities of the adjunct faculty through a series of in-service faculty development workshops and regular faculty meetings.

Stage 6, Intervention or Action is discussed in the section, Intervention Process, and is demonstrated by numerous examples of the intervention activities presented in the exhibits. It begins with the development of a mission statement (Exhibit Two) and continues past the time line of this paper. Stage 7, the preliminary evaluation of the intervention design is represented by this research project and will continue beyond the tenure of the author, as the change strategy is now "owned" by the Career Division and no longer requires my assistance. Stage 8 occurred on June 30, 1981.
C. Intervention Targets

Once data collection, analysis, and the diagnosis of the particular problem areas had been completed, it was time to renegotiate the specific objectives listed in the Position Description for the Director of the Business Division (See Exhibit Nine). With the reality of the finite time limits in mind, a decision was made to distinguish between terminal and process objectives or outcomes, as well as to assess areas which were beyond my domain of impact. Terminal objectives were those which, once accomplished, would remain for some period of time. They are relatively stable as, for example, the objectives of the curriculum design for the BTM program. Process objectives would be those which would begin during my tenure but whose ultimate achievement would occur sometime after June, 1981. Towards achieving that end, the following objectives were negotiated and agreed upon:

- That a mission statement would be written by the director of the Career Development Division.
- That the major thrust of the intervention would deal primarily with the five areas which follow.

1) The development of measurable, results-oriented goals for the College (terminal objective).

2) The proposing of new organizational designs or structures which would facilitate and support the attainment of purpose and goals (process objective).

3) The managing of the process of selecting a succeeding Director for the Business Division including the delineation of the skills, knowledge and competencies necessary for the position
(terminal objective, but has process objective implications for other positions in the College).

4) The designing of a routinized system for the approval, selection and development of adjunct faculty (process objective).

5) The completion of the curriculum design for the Bachelor of Science in Technological Management, including the development of a specialty module in Purchasing.

It was furthermore agreed with the Director of the Career Development Division that it was not possible to market the Business programs separately from the other programs in the Division with the exception of the cluster programs. This latter need was already being met. It was not feasible for my responsibilities to be expanded to include marketing for all Career Development programs. It was not realistic, especially within the time limit, for the role of the Director of Business Programs to be both heavily external in making and managing community contacts, and heavily internal in developing significant alterations in the structure and processes of the College organization.

D. Intervention Process

Goals:

With all preliminary steps taken and the mission statement in place, the core task of the intervention became determining the institutional priorities for the adult-oriented Career Division programs. The process of determining these priorities became many things, most particularly a forum for negotiation of
the dominant philosophy of Nova College.

Given that a mission statement defines the nature of the business and provides a broad picture of what the organization perceives its unique features to be while explicitly recognizing the environmental opportunities and constraints, then goals become the specific components in the composite which give it shape and form. Goals evolve from purpose and are specific, measurable, results-oriented targets. Goals state what is to be achieved but not how it is to be achieved. The key elements in goal-setting are determining what are the priorities for this organization, and what matters most to "us" as we go about our business. Priorities, in turn, are determined and limited by the realities of the environment, competitors and the resources available. Once priorities have been determined the more precise process of goal-setting can begin.

All organizational goals evolve from two major sources: purpose and priorities, and they share a basic commonality: they deal with what is to be accomplished. In addition to those qualities mentioned previously, goals should also be realistic, achievable, time-bounded, and consistent with the institutional mission.

The process of setting the goals for the adult-oriented programs of Nova College's Career Division involved as many of its constituent groups as possible, getting input from the administrators, the staff, the faculty, and the students. The resulting goals embody the many required qualities as defined, which hopefully will ensure their usefulness (See Exhibit Three: 55
Goals For Nova College).

Organization Design:

In addressing the issue of designing new organizational structures for the College which should be consistent with the mission statement and goals, the classic statement of the President of Carnegie-Mellon University comes to mind:

Universities are by their very nature difficult to manage under the best of conditions. They are decentralized organizations in which departments and faculty members are the organizational units...the product or service is delivered by faculty under conditions which make it wrong for the manager to observe the delivery of the service (Cyert, 1978).

During times of turbulent, rapid change with shifting consumer markets and threatening behaviors from competitors, the university may be nearly impossible to manage. Colleges become even more impossible to manage when their structure does not support their mission. Now that mission and goals exist for Nova College, it became evident that the old structure did not fit with the new mission and goals (See Exhibits Four, Five and Six). Therefore, a two stage restructuring of the College was proposed. These are shown in Exhibits Seven and Eight.

The reason for making this transition in two steps is that institutions are generally slow to respond to change and Nova College in particular with its history of constant change, needed a more gradual transformation. At this time, changes proposed in Exhibit Seven are already in place. Further changes will occur at a future date as appropriate, such as those in Exhibit Eight.
Business Director Selection:

The selection of the business director was a major target of this intervention. Prior to November 1980, the position description consisted of job duties only with no incorporation of skills (Exhibit Nine). Since one of my primary responsibilities was to manage the selection of a new business director, the position description required revision utilizing the concept of defining the necessary skills, knowledge and competencies for the job (See Exhibit Ten). A Skills Inventory was developed as the vehicle for implementing this change (See Exhibit Twelve) the development of which was limited by the few references available which had addressed the issue of managerial competencies. Although few in numbers, these were rich lodes of information and showed remarkable consistency with respect to the factors considered most necessary for success. Of all the sources, Henry Mintzberg's *The Nature Of Managerial Work* (1973) proved to be the most useful as his managerial roles were described and redescribed in The McBer Report on successful leadership of non-traditional programs, the AMA Competency-Based Master's Program, and *The College Administrator's Handbook*. Furthermore, the selection process was aided using the same Skills Inventory to prepare required advertising for the job opening (See Exhibit Eleven). The committee convened for the selection process used a fifth document to evaluate and compare the credentials of the applicants for the position (See Exhibit Thirteen).

Again, using skills analysis was only practicing good management. The best candidate for the business director position would have those qualities and competencies necessary to reach
the goals of the Business Division. "Competencies can be systematically measured, management job tasks and functions can be determined, and specific behavior can be identified" (Boyatzis, 1981).

Faculty Selection, Management and Development:

Another major concern of this research was the management of adjunct faculty teaching in business program. In November 1980, faculty management was haphazard and disconnected. There had been few standard employment practices and fewer operating policies. The adjunct faculty pool, although small, had some excellent instructors, many of whom had first encountered Nova as masters or doctorate students, themselves. It was obvious that growth in business enrollment would generate a comparable need for more faculty qualified to teach business courses.

The first step in the process of developing a larger business faculty pool was to develop standards for the faculty files as there needed to be common documentation. For example, a common application form was developed which provided the academic division with essential information to determine teaching eligibility (See Exhibit Fourteen). The usual correspondence with faculty refers to the terms and conditions of their employment and the task or performance requirement. For this, standard letters were prepared as illustrated in Exhibits Fifteen, A to C. The first letter that is usually sent to a prospective faculty member thanked the applicant for their interest in Nova College and would go out when a letter or resume was received. The second
letter contained the application form, requested more information or documentation, and usually preceded an interview. The third letter sent after deciding to contract with the person requested any documentation missing from the files.

The legal commitment of Nova University to an adjunct faculty member is made with the contract. The contract for Course Instruction was standardized and updated, with special contract forms prepared for Module Specialty Development and Instructor Guide Development (See Exhibits Sixteen, A to C).

It is equally important that adjunct faculty meet standard requirements in preparing course outlines. Even more than in a traditional setting, a non-traditional program must "manage the fundamentals" by instituting mechanisms which insure that courses offered in separate locations are essentially the same. The use of entrance competencies as part of the course outline clarifies which inputs or prerequisites are needed, while exit competencies standardize the outputs expected (See Exhibit Seventeen). The use of behavioral objectives attempts to bring the course outlines closer to the tenets of competency-based instruction.

A significant problem in managing adjunct faculty is the difficulty of bringing them together as peers and resources. Very little communication goes on among the adjunct faculty unless they happen to be teaching on the same evening. Frequently, an adjunct does not know much about the courses which precede or follow the single course he/she teaches. As a means of bridging that gap, it was recommended that a regular series of faculty workshops be offered as in-service training. The first
of these workshops was held on April 25, 1981, and focused on "Facilitating Adult Learning" (See Exhibits Eighteen, A to F). Interestingly, the faculty broke away from the agenda halfway through the meeting in order to get into subject area groups and to share resources.

Finally on the matter of faculty, it seemed that Nova College was not competitive with its adjunct faculty honoraria. A recommendation was made to raise the base salary and to incorporate an additional incentive for length of service. This change has been adopted.

BTM/BPM Curriculum:

The intervention in this target area consisted of completing and finalizing the curriculum for the BTM program, an academic part of the Business Programs. The Bachelor of Science in Technological Management was designed without careful consideration of likely quantitative and verbal skills that would be required of its students. The lack of thought was most evident in the sequencing of course load and by the little opportunity available to complete prerequisite skill needs. The program was initiated before the curriculum had been fully developed which created several difficulties such as course content repetition, poor groupings of problem and quantitative courses, major gaps in essential courses for managers, and a rather heavy preponderance of accounting and mathematics courses (See Exhibit Nineteen).

Several solutions were presented to deal with these problems in the BTM program. First, the order in which courses were offered was revised. The skills course were offered immediately
so that students could either test out or take the necessary time to learn required skills. A second change was the redesign of course sequencing so that "readings" and "problems" courses were offered concurrently in order to balance the student's workload. An assessment of course content was done to ensure coverage of necessary information and eliminate redundancies. The Business Programs staff, the BTM Committee, the graduate center faculty and the adjunct instructors provided assistance in this process.

This assessment resulted in the following changes:

- Eliminated BUS 301, Finite Math and substituted BUS 201, Mathematics for Managers, now taught as a skills course.
- Reduced the requirement for ACT 205 and ACT 206, Financial Accounting I and II, to ACT 205, an Introduction to Financial Accounting course.
- Dropped BUS 315, Personnel Administration, because it was too detailed for general managers and replaced it with BUS 305, Organization Theory.
- Dropped BUS 415, Human Resource Development, because it was repetitious and replaced it with BUS 425, Human Resources Management, a capstone seminar course in the behavioral management area.
- Changed BUS 461 from 6 credit hours including the applied project to two courses: BUS 461, (which is consistent with the B. S. B. A. program), and added BUS 462, Management Applied Project (MAP). Also, BUS 461 was moved to the beginning of the second year so that students would have an opportunity to complete the project before the end of classes.
- Added BUS 498, Business Strategy and Policy as a necessary capstone course in management.

All of these changes for the BTM program were incorporated in a new curriculum which is shown in Exhibit Twenty-One.

Other changes were indicated. For example, the name of the BTM program did not reflect its content. All the administrative
and academic personnel involved in the program were consulted and it was agreed to change the name to the Bachelor of Science in Professional Management (BPM). The students, informed of the change, were given the option to keep the BTM name on their transcript should they so desire. Only seven of the over two hundred twenty-five students enrolled indicated they wished to have their transcripts reflect the BTM name (See Exhibit Twenty).

A Purchasing Specialty Module was developed for the private sector which prepared students to sit for the Certified Purchasing Manager (CPM) exam of the National Association of Purchasing Management (NAPM) (See Exhibit Twenty-Two). Plans are underway to adapt the Module, if needed, to the equivalent field in public sector acquisition.

Finally, there had been a scheduling problem with the faculty for the BTM program as clusters started and operated on a schedule which was unique to them and different from the Career Division schedules. It was difficult for the academic division to keep track of BTM instructor needs. The solution chosen consisted of giving to the Cluster Management Office a list of faculty, including the courses each person was approved to teach (Exhibit Twenty-Three). This step allowed the Cluster Management Office to select and schedule their faculty directly, thereby freeing the academic division office of the concern and opening communication between the two parties directly involved. There seemed to be an additional benefit generated by direct contact - increased faculty interest and availability in the newly renamed BPM program.
V. IMPLICATIONS FOR IMPROVEMENT OF MANAGEMENT PRACTICE

Rarely, if ever, has a new basic institution, a new leading group, a new central function, emerged as fast as has management since the turn of the century. Rarely in human history has a new institution proven so indispensable so quickly. And rarely has any group faced as challenging and exciting a test as that posed to the managers of these turbulent times.

(Peter Drucker, 1980)

The study of management is one which focuses on continual improvement of the processes for obtaining the best utilization of the organization's resources - time, money, products or services, and people - for maximum effectiveness and benefit to all parts of the whole. Given this definition, then the development of clear priorities through an institution's mission statement and goals, the implementation of specific objectives, as well as the processes to achieve and evaluate results is inherently more effective than operating without benefit of an overall master-plan. It is therefore assumed that an automatic improvement of managerial practices for Nova College's Career Division and Business Programs should result from the implementation of this study's findings.

In addition, since a primary requirement of this research project is the implementation of a system of management objectives, and since the university's administration is supportive of the research, it can be argued that there will not only be implications for, but also substantive improvements in, management practices within the greater university as a result of adopting the recommendations that result from this research.
VI. CONCLUSIONS AND RECOMMENDATIONS

No single model or conceptual scheme embraces the whole breadth and complexity of reality, even though each in turn may be useful in particular instances. This is why management remains an art, for the practitioner must go beyond the limits of theoretical knowledge if he is to be effective. (Seymour Titles, {1963}, in Weisbord, 1978, p. ix)

Interpretation Of Results

This research project began by raising several key questions vital to the effective operation of Nova College. In order to narrow the focus, these are reviewed here with the author's findings:

1. Does a need exist to make internal structural changes at Nova College in the Career Division and Business Programs? If so, do the key personnel have an awareness of the need for these changes?

The research determined that organizational structural changes were required, that key personnel were aware of the need to make these changes, and that these changes did occur and were documented in the Exhibits (See Exhibits Four, Five, Six, Seven, and Eight).

2. Can the perceived problem areas in the Business Programs and the Career Division be diagnosed? If so, is there sufficient time to correct any inadequacies? If not, what contingency plans should be developed?

The research determined that problems did exist and that they not only could be defined but also to a great extent be resolved. Most of the resolution came through the creation of a new organizational framework and the development of series
of systematic operational procedures. Those problems remaining unresolved will be corrected as needed. (See various Exhibits).

3. Is there a clearly defined operating framework in the Career Division and in the Business Programs at the College? If so, is it effective? If not, can an effective framework be developed?

The research determined that existing operations functioned but could be improved, that a more useful operational framework could be developed through the adoption of explicit standardized operating procedures for routine functions.

4. Does a mission statement, as well as goals and objectives, exist at the College? If so, do the goals emanate from the mission and are they consistent with it? If not, can mission and goals be developed?

The research determined that no mission statement existed for the College. The Director of the Career Division was requested to write a mission statement, which he did. This was a first step in the process of developing a set of institutional priorities, ultimately leading to the development of goals for the College. With these in place, the organization should be able to more effectively respond to the rapid changes in its external operating environment, while it becomes more consistent internally with its recently defined mission and goals. The process of change has been initiated and is on-going. (See Exhibits One, Two, and Three).

5. Is the present organizational structure appropriate to meet the College's goals? If so, are the goals being met? If not, can the structure be changed to meet the goals?

The research determined that the organizational structure was inappropriate to meet the newly developed mission statement
and goals of the College, and that restructuring should occur in various areas. The recommendations made for restructuring were being implemented at the time this study concluded; the process will continue until completed.

6. Are the skills necessary to manage the Business Programs defined? If so, are they present in existing key personnel? If not, can these skills be imparted to current personnel or brought in with new personnel?

This research determined that the skills to properly manage the Business Division had not been adequately defined in the Position Description for the Business Director in November, 1980 (See Exhibit Nine). The list of skills and competencies developed for use in evaluating candidates for the position was used not only for that purpose, but also in preparing the modified Position Description for July, 1981. (See Exhibit Ten). The competencies list was used in writing the necessary advertisement, for the forms used in evaluating of the candidates, and finally for determining where the needed skills could be balanced by the personnel within the academic division. (See Exhibits Twelve, and Thirteen). The author participated as chairperson of the search committee and the position vacancy is expected to be filled shortly.

Was the central thesis or premise valid? To review that premise before attempting to report the conclusions:

It is the central premise of this research project that a specific strategic approach, i.e., the development and implementation of a system of management objectives in the form of clearly defined mission statement, goals, objectives, desired outcomes and the processes to evaluate the achievement of these results will establish the institutional priorities of Nova College's adult-oriented programs, thereby directing the
utilization of its resources for maximum effectiveness. It is further proposed that a specific academic division can be utilized as a prototype subject to test the validity of the central premise.

Conclusions

The central premise was valid as the operation, administration and management of an academic unit or college can benefit from the adoption of clearly defined managerial objectives, using the same processes that are used so successfully in industry. The conceptual knowledge of this process is equally valid for an educational institution.

Additional transformations from industry to the academic world were determined feasible in this research. For example, the concept of organization development and an intervention strategy to bring about change was tested and applied. The major thrust of the intervention dealt with five primary areas and resulted in specific findings for intervention targets which were:

1) Development of measurable, results-oriented goals for the College.

2) Proposing new organizational designs or structures which would facilitate the accomplishment of purpose and goals.

3) Managing the process of selecting a new Director for the Business Division including the delineation of the skills, knowledge and competencies necessary for the position.

4) Designing a routinized system for the selection, management and development of adjunct faculty.

5) Completing the curriculum design for the Bachelor of Science in Technological Management, including the development of a specialty module in Purchasing.
Further conclusions revolve about the inherent nature of an adult-oriented evening college: it must be attuned to changes in learning behavior brought about by new technology and the rapidly changing environment; it must practice continuous work redesign in its own operation; and it must remain competitive through aggressive marketing practices. In order for this to occur, the College must continuously update its goals. The only way that the college can ensure its survival will be to practice the best management possible following the sage advice of Peter Drucker which introduced this paper, "that the only choice is between management and...management."

Recommendations

The author has written an individual summary for each section of this paper with separate conclusions and recommendations. Therefore, in order to avoid redundancy, the suggestions in this section will be brief.

The Director of Nova College and his administration should develop continuous monitoring techniques of the external environment. Current information will be most essential for the goal of long-range survival. The College will need to monitor external changes of the environment on four levels: to gauge broad shifts and trends in demographics, economics, political and social values. The survival of a private institution in Broward County will depend upon having knowledge and acting expeditiously. To do so requires continuous review of their environment. The College will need to monitor external changes for the four different levels as the model below indicates:
MODEL FOR MONITORING THE EXTERNAL ENVIRONMENT

<table>
<thead>
<tr>
<th>Desired Operational Outcome / Process / Required Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuity of Operation = Continuous Review</td>
</tr>
<tr>
<td>Rigor of Operation = Systematic, Structured Analysis</td>
</tr>
<tr>
<td>Scope of Operation = Comprehensive Examination of Broad Factors</td>
</tr>
<tr>
<td>Posture of Operation = Proactive Investigation of Relevant Areas</td>
</tr>
</tbody>
</table>

Nova College now has a satisfactory mission statement and goals, but it must revise, update and adjust mission and goals on a regular basis. Organizations often fall into the trap of thinking that once these activities have been performed, they remain completed. Long-range planning has a way of becoming obsolete very quickly.

A general advice or recommendation is that Nova College needs to market its programs aggressively, employing good market analysis for this purpose. It may even be necessary to seek outside assistance. The payoff for successfully performing this task is that Nova will have the needed knowledge base from which to adapt.

Nova College must develop strategies for the future, as those which are tied to the past or the present are probably outmoded today. These strategies should anticipate the changes that are likely to occur, such as using technology to employ two-way interactive television systems, (using cable or satellite communications), videotex, or the increased personal ownership of
microcomputers with their tremendous potential for use in education. Drucker's advice was sound when he said that managers must be willing to slough off yesterday to be ready for tomorrow (1980).

Finally, Nova College and all of its divisions must create and nurture an organizational climate which fosters creativity and the taking of risk, in order for its members to have the incentives necessary to attempt new endeavors. Characteristics of the creative organization should be substituted where possible as even a few of these would encourage greater motivation and performance from employees. The creative organization generates a large number of ideas; accepts originality and maybe allows eccentricity; evaluates ideas for merit and not by whom originates them; is objective; invests in people; is decentralized wherever possible; and provides a secure atmosphere so that members can innovate without fear (Steiner, 1971).

A closing thought is that Nova College has great potential to become all of these and even more. It has the kind of opportunity and people to attain any goal or objective it chooses, but its leadership will need to provide the proper climate for change to occur.
VII. IMPLEMENTATION AND DIFFUSION

The president of Nova University has mandated that Major Applied Research Projects (MARPS) be pragmatic and implementable; and that this study, in particular, should be carried to the implementation stage in order to qualify as applied research under the definition of requirements stated for the Doctor of Business Administration program and DBA 6999. Given this requirement, as well as the position of the author within the institution where the research and analysis occurred, the results of the research are being implemented. Implementation began in January of 1981, and continued with completion of major components of the plan by June 1981; the balance of changes are expected to be operational by September of 1981. If the changes in the Business Division are successful, it could become the prototype for additional implementation and diffusion to occur in other parts of the College in addition to the Career Division and the Business Programs. Finally, it is hoped that further diffusion will occur through the publication and presentation of parts or the whole of this study at professional conferences and in various professional journals such as: The Academy of Management Review, Change, and Organization Dynamics.

Now this is not the end.
It is not even the beginning of the end.
But it is, perhaps, the end of the beginning.

Winston Churchill
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(Editorial Note: This paper was prepared on a microcomputer using Wordstar, a popular standard word processing program. A limitation of the Wordstar software is that in its present configuration and with existing hardware, it has no subscript capability, hence titles of books cannot be underlined when text material is single-spaced. For this same reason, all pages are numbered consecutively including the title page.)
EXHIBIT ONE: GOALS FOR NOVA COLLEGE - SEPTEMBER 1980

CAREER DEVELOPMENT DIVISION

GOALS

1980-81

Enrollment

1. To expand our business population on campus two times by 1981
2. To reach our BTM expectation
3. To enroll 100 students in Clearwater
4. To build CSA and Education enrollments in three counties
5. To maintain or increase other enrollment levels

Program

1. To develop and evaluate CSA
2. To refine, modularize and standardize BTM
3. To provide course guides
4. To generate new modules for other purposes

Administrative

1. To enhance registration efficiency
2. To increase financial assistance
3. To build competent faculty
4. To coordinate with Day and Corporate
5. To stimulate creativity and unity within the College

Student

1. To increase student participation in design and governance
2. To develop support mechanisms
   a. guidance
   b. skill development
   c. placement and replacement
   d. portfolio
A MISSION STATEMENT

NOVA COLLEGE: CAREER DEVELOPMENT DIVISION

JANUARY 1981
CURRENT GOALS

Nova College was conceived as an undergraduate college intending to serve the mature, working adult. It has subsequently added to its purpose a specialized and experimental liberal arts program for young students thus giving the institution a multi-purpose mission. This mission can be elaborated by five specific goal statements for the College:

- to provide accessible education for more people, regardless of race, economic condition, job and family responsibilities, remote locations, previous training, age, sex, and ability;
- to provide successful educational experiences designed, structured, and delivered so that learners will be reinforced and their deficiencies redressed;
- to provide qualifying education which will enable students to gain personal fulfillment and professional credentials;
- to provide experimental education which will improve the quality and reduce the cost of individual learning; and
- to provide lifelong education for individuals by giving them the tools to recognize and utilize traditional and nontraditional resources for learning.

Through a unique federation with the New York Institute of Technology (NYIT), Nova College has the ability to utilize the human and technological resources of both NYIT and Nova University in realizing its goals.
PROGRAMS

Nova College has specific goals which show its desire to "reach out" and to contribute its resources to people who have the potential to become students in higher education but who have been previously deprived of or unaware of the opportunity. Primarily, these people are adults - often employed in the public sector at low income levels or with private business in "dead end" jobs - who haven't had the financial ability, the time, and sometimes the appropriate educational background to attend traditional institutions.

Since 1975, Nova College has shown the potential to deliver on this desire to serve new clientel through unique programs.

1. **Professional Credentials.** The Bachelor of Science in Education program begun in October 1975 has served a target group consisting primarily of teacher aides in schools. These aides are receiving both the undergraduate degree and teacher certification through this program. Many of the approximately 100 graduates each year are black and most (between 70 and 80 per cent) are employed as full time teachers immediately.

2. **Adult Education.** Nova College has since 1976 served a population of older employed adults with degree programs in business and behavioral sciences. All courses for these programs are held on evenings or Saturdays. They have been offered at sites throughout Florida and over 1000 have completed their degrees.

3. **Retired Professionals.** Nova College has sponsored the Institute for Retired Professionals since 1977. This program is modeled after the New School program of the same name in New York. It presently serves 130 adults over 60 years of age with intensive, high level, often peer-taught, educational offerings.
4. **Technological Management.** In 1979 a program was specially designed for employed adults with "terminal" educational backgrounds. The Bachelor of Science degree in Technological Management is intended to give credit for past technological or other training and experience, particularly to those students with two-year A.S. or allied health degrees. The degree program is built on a 15-credit modular design as a prototype for future degree formats to be offered by the College. Over 200 students are presently enrolled in these experimental clusters.

5. **Day Program.** In 1980 an experimental day program for 30 young people was initiated. It provides intensive modules of liberal arts studies which combine theoretical teaching and off-campus experiences. High school students and graduates can accelerate their collegiate education through this program.

6. **Corporate Program.** In 1980 Nova College responded to demands from local industry by sponsoring degree programs in Computer Science, Engineering, and Electronic Technology. These programs work directly with and through local corporations in an attempt to make training and education directly meet the needs of students and their employers.

7. **Community Services.** In 1980 Nova College completely redesigned a program in Community Services and Administration (CSA) for front line workers in law enforcement, corrections, public administration, substance abuse, mental health, and other social services. Built on a modular base similar to the degree in Technological Management, the Bachelor of Science degree in CSA is an attempt to provide a degree completion program in management and related skills for adults with some prior education and experience in the field. Special attention is given in the design to maximize the potential of financial assistance for enrolled students.
8. **New Modules.** We are currently designing a number of comprehensive modules of education in the form of a programmed and sequenced overview of activities and competencies and a study guide for each of various segments within the module. Each package will define instructional techniques, study techniques, and validation techniques. Each module will have a discipline home - humanities, behavioral science, and so on - and will be the equivalent of approximately 15 credit hours. Each module will consist of a set of competencies and performance skills, learned through a variety of delivery techniques. Completion of a set of modules will earn the student a degree. The significant change is one of perspective. The curriculum will consist of sets of competencies within associated disciplines delivered intensively, that is, one discipline at a time. It will not be an array of three credit courses which are "teacher tailored" and judged worthy by contact hours. The intent of this redesign is not to eliminate the value of good teaching, but rather to eliminate the contact hour as a vehicle for validation. The only substitute for the contact hour (and the more subtle orthodoxies of the highly reputable college name and the credentialed professor) within a higher education system dependent on accreditation, which we support, is external validation and criterion-referenced testing of student competence and performance. And we believe that courses within a discipline are so interrelated that they are more effectively validated in the aggregate rather than separately.

9. **Acceptance and Assessment of Experiential Learning.** Recognition and assessment of continuing learning becomes an important element in this design. Just as we believe that classroom instruction has no time constraints, we also believe that all learning has neither time nor spatial constraints. We believe further that most learning takes place outside of the classroom. The classroom is a place to listen, to share, to synthesize, to test, but
competencies, ideas, and knowledge come from multiple sources throughout a lifetime. In designing the curriculum of a competency-based program, therefore, it is essential to weave the out-of-class experiences of the past and present of any student into that design. This belief about learning presents another reason for design and validation by module. When we test competence and performance in a discipline module, we are not necessarily concerned whether the achievement occurred in a classroom, in a course, or in some past or present experience.

10. **Remediation of Deficiencies.** Another necessary element in any educational design for adults is the availability of support services to remediate skill deficiencies. Many colleges have addressed this problem by testing. They simply eliminate the problem and thereby eliminate their potential service to an enormous part of a population. The recent Carnegie Council study entitled, *Giving Youth a Better Chance: Options for Education, Work and Service,* charges that the high school drop-out rate is twenty-three percent and that one-fifth of those who do graduate lack basic reading and numerical skills. As a part of the future adult population some of these individuals will seek a college education. In addition, another large percentage of potential college students do not possess the prerequisite skills for college study. It becomes our obligation to redress this deficiency. A major problem to overcome is that those individuals who most need the additional learning have the least time, the least money, and the least opportunity in a traditional degree program for it. The College must learn to manage this difficult challenge.

11. **Cluster Delivery.** The Nova College degree completion programs delivered externally (off campus) are an attempt to provide an educational and career opportunity to individuals who find traditional academic degree programs
too inconvenient, too inflexible, or too irrelevant for their needs. In attempting to provide a field-based degree program for career adults, however, Nova faces the risk of several misunderstandings. There are a number of things which the Nova program is not. Nova's degree is not easy. Nova's degree is not self-directed. Nova's degree is not earned through independent study, tutorial study, or occasional attendance. Nova's program is not a correspondence course. Nova's program is not a degree earned totally through past experience. We are not making a judgment on these elements; each can be justified as valid and important. Nova just is not operating with these assumptions. These cautions are stipulated because adult education and non-traditional education can imply many different expectations. Not all of these expectations can be realized through a Nova program. What we do deliver is a time and place convenience and an academically sound degree program which will enhance career potential and mobility. Our program is offered in classes meeting weekly and taught by credentialed instructors. Classes meet in the evenings or on weekends, often in eight-week terms. We have found the cluster format to be cost effective and academically effective. The cluster is a group of 30 students who start and go through a program together. Learning is often accomplished by exchange within the peer group both in class and out of class. Encouragement is provided for individuals to continue and succeed by this closely knit cluster of students. This supportive learning group is a key ingredient of the Nova formula. Nova has been providing alternative degree programs for nearly ten years. We know that providing programs off-campus necessitates very special attention to administration (registration, collection of fees, payment of instructors, etc.), quality control (development of study guides, gathering of student evaluation,
reading of practicum proposals, admissions, etc.), state licensing and accreditation procedures, cluster recruitment and coordination, and methods of instruction. Determination of the elements of this delivery and an organizational plan to drive it will be a major objective over the next two years.

12. Quality Control. An important step in the definition of curriculum, practices, and policies was the completion in September 1978 of a self-study report in preparation for a visit by the Southern Association of Colleges and Schools. This task created a vehicle for massive internal analysis and brought to consensus and completion many fragmented procedures and policies. The visiting team made many recommendations which have also been acted upon by the College administration. Now the challenge remains to deliver on the broader Nova University goals - designing cost effective and qualitative educational models, reaching a diverse and national population, and helping to resolve the specific problems of our neighboring communities through training and research programs. We must be concerned with the image of Nova University, but we must not fear being experimental or different. Non-traditional education demands an obligation for vigilant and continuing examination of quality control measures and results. To this end Nova College is participating in the Consortium for Quality in Non-Traditional Education, thereby gaining a sounding board of a variety of colleges and universities across the nation. The Consortium will not bring quality to Nova, however. We can affect quality only through our own diligence, skepticism and innovative spirit. We are currently making this examination in the areas of credit transfer and prior learning credit; in computational and language competencies; in determination of course objectives and
expectations; in faculty development and record keeping; in the quality of recruitment, registration, and financial aid procedures; and in our own organizational effectiveness and qualitative decision making. Quality will be the highest purpose of our academic endeavors in the belief that effective and qualitative programs will result in the greatest economic gain to the University.
PHILOSOPHY

Our mission is to take programs to people - individuals and groups - who have limited access to higher education, be they high schools students, employed technicians with "terminal" education, service workers such as those in substance abuse who need specific training and career credentials, housewives who have full time commitments, teacher aides who want to become teachers, or individuals seeking career changes who are trapped by their present responsibilities.

As people are faced with changing careers, new technology, increasing information demands, and intellectual, leisure, cultural, and social needs, lifelong learning may be as important and as basic as food, shelter, and companionship. The traditional university with its residential campus, professors of knowledge, post-secondary school orientation, and extraordinary cost will not be adequate. The whole framework of collegiate credibility built on advanced degrees, teacher-made exams, prerequisites, textbooks, subjective grading systems, non-negotiable classroom hours, standardized admissions tests, and the more subtle and pervasive forces of racism, elitism, and the "old boy" network is slowly breaking down. All too often we in higher education have created roadblocks, frustration, and failure for people. We must do better. We need different systems to deliver the kinds of education our society needs. These systems will involve telecommunications, computer-assisted learning, dramatic curricular change, community locations, personal and group support networks, and methods to validate that a person is actually learning and that that learning is meaningful, useful, and successful for the individual.
Nova College recognizes that most adults seek higher education to enhance their career status. There are complementary reasons, particularly the enhancement of self-esteem and ability to communicate, but there is no more tangible reward for further education than an increase in the paycheck. Two elements of the adult educational design, therefore, are related to this reward. One, the program must increase the skills and performance of the student in career related areas. Two, the program must be built around the student's present condition of employment.

High in the priorities of this program is the intent to improve career development of working adult minority people. Using our education program which continues to provide paraprofessionals with professional certification as a model, we are extending professional educational opportunities to women, blacks, and hispanics, particularly those who are currently working in the community service field.

Research continues to show that the reasons adults chose not to go to school are time, travel, and family responsibilities - in other words, inconvenience. In order for higher education to be palatable for adults - particularly adults in greatest need - it must not come at the sacrifice of their employment or their performance on the job. The interaction of educational program and job therefore again become very important.

A survey in May 1978 showed that only 2 of 727 student respondents were unemployed. The average age of students was 34. Approximately two-thirds were employed full time. Over thirty percent of the enrollment was of minority origin. Twenty-two percent were over age forty.

These statistics show that Nova College is not a traditional undergraduate institution. The majority of our students are mature working adults unable to attend regularly scheduled higher institutions. Practically all of these
students are self-supporting, many are also supporting families. The statistics given above reveal a non-traditional student profile which one can assume implies significant sacrifice and economic deprivation and isolation from the main currents of academic life. The thrust of our future efforts will be to provide greater educational opportunities to many more students throughout the nation who have similar characteristics.
OBJECTIVES

Long Term

Curricular

- Establish external validation methods for learning as a substitute for contact hours as a basis of validity for academic programs.

- Provide an education leading to a degree based on competence and performance skills.

- Establish professional employment and advancement as a part and parcel of the educational experience.

- Provide a vehicle for learning basic study skills when those skills are lacking because of previously inadequate or disadvantaged educational background.

- Create a non-traditional program that is clearly understood and accepted and which facilitates mobility in professional advancement and graduate study.

Management

- Develop a method of delivery appropriate to the conditions of adult students.

- Reduce the costs of gaining an education by making it possible to learn near or in the home or place of employment and by allowing the student to continue full employment.

- Enhance the effectiveness and personalization of education by increasing opportunities for independent and technological based learning.

- Use life outside of the campus as the campus.

- Utilize human resources in teaching and advising because of their personal and performance strengths rather than their degrees.

- Create a degree program that has almost unlimited application within the 65 million adult learner population.
Short Term

Enrollment

• To expand our business population on campus two times by 1981
• To reach our BTM expectation
• To enroll 100 students in Clearwater
• To build CSA and Education enrollments in three counties
• To maintain or increase other enrollment levels
• To enroll 50 students in the Day program

Program

• To develop and evaluate CSA
• To refine, modularize and standardize BTM
• To provide course and modular guides
• To generate new modules for other purposes
• To refine general education modules
• To better interface general education with career majors

Administrative

• To enhance registration efficiency
• To increase financial assistance
• To build competent faculty
• To coordinate the various administrative units within the College
• To stimulate creativity and unity within the College
• To clarify roles, lines of authority, and philosophy
• To integrate curriculum development and responsibility for faculty with graduate centers

Student

• To increase student participation in design and governance
• To develop support mechanisms
  • guidance
  • skill development
  • placement
  • portfolio
EXHIBIT THREE: GOALS FOR NOVA COLLEGE - APRIL 1981

I. Be responsive to adult needs, goals and conditions.

Outcomes - Processes:
1. Achieve appropriate course content.
   a) Questionnaire to students.

2. Provide rapidity and adequacy of administrative responses.
   a) Questionnaire to students.

3. Scheduling of classes.
   a) Questionnaire to students.
   b) Keeping internal records for review and evaluation.

4. Provide student services that are adult-oriented.
   a) Questionnaire to students.
   b) Design specific Staff Development program.

II. Offer meaningful curriculum, long and short term, to adult students.

Outcomes - Processes:
1. Achieve positive judgements by former faculty and former students.
   a) Questionnaire to both groups above.

2. Achieve curriculum compatible with concepts prevalent in life-long learning work in higher education.
   a) Internal judgements by Academic Directors comparing curricula to externally researched models for adults (e.g. CAEL, College Board, AMA, CLEP).

III. Give valid recognition of prior learning.

Outcomes - Processes:
1. Amount of prior learning accepted per student and per program.
   a) Graduates' transcripts for calendar year showing amount of life experience credit awarded.

2. Proportion of credit by exam per student.
   a) Value judgement on amount of credit awarded and process used by external agent.
   b) Jury rating of validity, composed of students, faculty, Quality Consortium.
IV. Provide curriculum which is college level.

Outcomes - Processes:
1. Compare performance on standardized tests to national norms and Nova norms.
   a) Find out if ETS can identify GRE/GMAT/LSAT performance of Nova students for comparison process.

2. Achieve quality and quantity of student research writing.
   a) Review papers at the A,B,C,D levels.
   b) Prescribe by policy writing expectations, all courses including format, quantity and use of resources.
   c) Questionnaire to students and faculty.

3. Achieve quality and quantity of reading assigned.
   a) Prescribe by policy reading expectations, all courses
   b) Questionnaire to students and faculty.

4. Compare graduates to those of other schools.
   a) Survey employers.

5. Review of curriculum guides on annual basis.
   a) Internal check on catalogues; review and compare
   b) courses and requirements for majors.
   c) Florida Department of Education regulations
   d) Other professional accrediting groups requirements (AACSB, APA, etc.).

V. Make education accessible to those not served in the mainstream.

Outcomes - Processes:
1. Develop demographic information to compare Nova College with other colleges and universities on the basis of student age, ethnic group, employment status, handicap status, and displaced homemaker status.
   a) Develop demographic data (check Registrar).
   b) Questionnaire to special groups

2. Achieve high proportions of BEOG funds for students.
   a) Registrar provide tuition reimbursement information whether from BEOG, employer, etc.

3. Achieve a high retention ratio of students.
   a) Compare graduates by degree category with entering students by degree category over time.
   b) Questionnaire to students
VI. Provide quality education so that graduates have competitive and fulfilling skills and competencies.

Outcomes - Processes:
1. Achieve positive judgements by employers.
   a) Selective interviews with employers
   b) Questionnaire to employers
2. Achieve positive judgements by students.
   a) Questionnaire to students.
3. Achieve positive ratio of College's graduates admission to graduate schools.
   a) Registrar flag transcript requests for graduate school and follow up with letter.
4. Achieve successful transfer of College's students to other undergraduate schools.
   a) Registrar flag transcript requests for transfer and follow up with letter.

VII. Select and develop faculty who will have a professional responsibility to students, the curriculum, and the University.

Outcomes - Processes:
1. Demonstrate that faculty are meeting student needs outside of class.
   a) Prescribe minimum expected availability.
   b) Questionnaire to students and faculty.
2. Demonstrate that in-service training is providing:
   - knowledge of total division programs
   - faculty articulation opportunities
   - sharing of faculty and other resources
   a) Evaluation of in-service training.
   b) Orient new faculty through Handbook, letters, Contract, etc.

VIII. Maintain a clear statement of mission and an effective organizational structure to support it.

Outcomes - Processes:
1. Develop a clear statement of mission.
   a) Update mission statement.
   b) Publicize mission statement.
2. Achieve a clear statement of mission as perceived by citizens, faculty, and students.
   a) Questionnaire to students, faculty, employers and other interested citizens.
   b) Selected interviews of the group above.
IX. Educate the public about the successful attributes of the University, the College, and its programs.

Outcomes - Processes:
1. Achieve employer support.
   a) Questionnaire to employers.
   b) Selected interviews of employers.

2. Demonstrate enrollment growth.
   a) Registrar to provide enrollment figures.

3. Achieve accurate collegial knowledge.
   a) Membership and participation in regional, national professional activities.

4. Demonstrate growth of scholarship funds and donations.
   a) Ask V.P. Finance for information.

X. Provide experimental education.

Outcomes - Processes:
1. Demonstrate commitment to experimental programs and designs.
   a) Present list of experimental designs.

2. Maintain learning that is cost effective.
   a) Compare educational costs in south Florida.

3. Demonstrate that programs and designs do not sacrifice quality.
   a) Reference Goal IV - College Level Curriculum.

Source: Jointly developed by:

Dr. Philip DeTurk, Director, Nova College, Career Development Division; Margaret Shearon, Director, Business Programs of the Career Development Division; and Dr. John Losak, External Consultant to the Quality Control Committee.
EXHIBIT FOUR: NOVA COLLEGE ORGANIZATION CHART - JANUARY 1979

CENTER for UNDERGRADUATE STUDIES ORGANIZATION

DIRECTOR of BUSINESS ADMINISTRATION (JOHN)

COORDINATOR of ACCOUNTING AND COMPUTER STUDIES

COORDINATOR of COMMUNITY SERVICE (RICH)

COORDINATOR of GENERAL STUDIES (KIM)

COORDINATION of CRIMINAL JUSTICE (BON)

COORDINATION of PROGRAM DEVELOPMENT (GARY)

COORDINATION of STUDENT SERVICES (KATHIE)

COORDINATION of STUDENT RECORDS (SUZANNE)

COORDINATION of INSTRUCTORS (KEVIN)

COORDINATION of COMPUTER PROCESSING (MARILYN)

ASSISTANT DIRECTOR, ADMINISTRATION (CATHERINE)

ASSISTANT DIRECTOR (CAROL)

ASSISTANT DIRECTOR, HUMAN SCIENCES (DAVID)

DIRECTOR of MARKETING (STEVE)

DIRECTOR of LIFELONG-LEARNING (DEBBIE)

DIRECTOR of COOKSON SPRINGS (PAT)
EXHIBIT SIX: NOVA COLLEGE ORGANIZATION CHART - NOVEMBER 1980

ACTING DEAN

CAREER DIVISION

- Business Administration
  - Accounting
  - Business Management
  - BTM

- Human Sciences
  - Communications

- Corporate Division
  - CSA
  - Education
  - Political Science
  - Psychology

LIFE LONG LEARNING

- BTM

IRP

DAY DIVISION
EXHIBIT SEVEN: NOVA COLLEGE ORGANIZATION CHART - JUNE 1981
PROPOSED DESIGN: INTERIM STAGE

CENTER DIRECTOR/DEAN

CAREER COLLEGE

INFORMATION & STUDENT SERVICES
- Admissions & Evaluations
- Counseling & Testing
- Marketing & Recruitment
- Community College Liaison

CLUSTER PROGRAMS
- Administration
- Operations Management
- Outreach Student Services
- Cluster Relations

COMPUTER/ENGINEERING TECHNOLOGY
- Computer Science
- Electronic Technology
- Engineering Technology
- Mathematics & Programming

HUMAN SCIENCES
- Community Service
- Psychology
- Public Administration

BUSINESS ADMINISTRATION
- Accounting
- Business Administration
- Professional Management (BPM)

EDUCATION
- Elementary
- Secondary

SPECIAL PROGRAMS
- IRP
- Workshops

DAY COLLEGE

EXCELERATED LEARNING PROGRAM
- Communication
- General Studies
- Political Science
EXHIBIT NINE

POSITION SPECIFICATION

DIRECTOR OF THE BUSINESS DIVISION

OBJECTIVES: To achieve specified outcomes in some areas and to make recommendations in others in order to improve the conceptual design and the performance of the Business Division of Nova College. Successful achievement of these outcomes and recommendations, specified below, will be completed by June 30, 1981, and will fulfill Ms. Shearon's MARP requirements for the DBA degree at Nova.

1. Increase enrollment - Main Campus, Dade, and Palm Beach area.
2. Design and implement a marketing design for the Business Division in coordination with an overall College marketing design.
3. Develop and deliver a degree or specialty in purchasing and materials management.
4. Make contacts with the business committee. Develop and conduct a schedule of meetings.
5. Design a program of faculty recruitment, orientation, development, and evaluation.
6. Increase the size of the business part time faculty.
7. Evaluate existing faculty for retention.
8. Develop and implement a process for increased and more effective contact between and business division and enrolled students.
9. Complete the modular design of the BTM program:
   a. Modular instructional objectives
   b. Modular student outcomes and assessment
   c. Faculty orientation by module and faculty evaluation.
10. Specify skill, attitude, and knowledge requirements for positions in the Business Division.
12. Direct all affairs of the Business Division:
   a. Participate in College meetings
   b. Continue the implementation of all ongoing procedures.
13. Coordinate programs and activities with the Center for the Study of Administration.
14. Help to select a Director of Business Programs.

15. Maintain the current degree course requirements, but recommend curricular changes for the new Director of Business to consider.

16. Further refine these objectives, in coordination with the College Director, so that more specific directions and outcomes are explicit by November 30. Present this definition of responsibilities as a process model applicable to other areas within the College and University.

17. Complete other responsibilities as assigned by the College Director.
EXHIBIT TEN: POSITION SPECIFICATIONS

DIRECTOR OF THE BUSINESS DIVISION (JULY 1, 1981)

ACADEMIC DIRECTOR:

Qualifications: Doctorate degree or ABD required in Business Administration, Management, or related specialty field, i.e., Accounting, Finance or Marketing.

RESPONSIBILITIES:

1) Develops curricula in academic areas of business and management in conjunction with faculty in the affiliated graduate center and also with external experts.

2) Interviews, selects, and approves adjunct faculty for all college courses in the business and management area. This function is not to be delegated or abrogated by others.

3) Approves texts and course outlines for adjunct faculty.

4) Contracts for and approves Instructor Guides.

5) Supervises and provides semi-annual performance evaluations for Program Coordinator, secretary, and any other divisional personnel.

6) Formulates on-campus schedules for courses.

7) Sits on College Administrative Council and participates in all College decisions having academic and curricular impact.

8) Sits on appropriate College work groups.

9) Sits on University committees.

10) Conducts community service on the University's behalf.

11) Teaches one course per term.

12) Evaluates prior learning experience.

13) Supervises: Program Coordinator, Division Secretary and other Division Staff.

14) Coordinates With: Directors of Education and Human Sciences Divisions and Director of Cluster Programs.

15) Reports to: Director of the Career College.

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POSITION IN MANAGEMENT

POSITION  Director, Management Division, Nova College, beginning spring or summer 1981. The Director of Management is active in College planning, in curriculum and faculty development in business, in coordination with graduate business programs and in maintaining contacts with the business community. Emphasis is given to responsiveness to student and industrial demand. Qualifications should include a doctorate in an appropriate academic area and preferable experience in business.

NOVA COLLEGE  The undergraduate College of Nova University offers degree programs primarily to employed, highly motivated adults. Programs are offered on and off campus usually during evening and weekend hours to approximately 1,000 students during the year. Instruction is delivered by qualified adjunct faculty as well as university personnel. Course content is traditional, though delivery varies according to need. The College has graduated approximately 1,000 students since its beginning in 1975.

NOVA UNIVERSITY  Just completing its 16th year, Nova was established as a national and international vehicle for educational innovation. Over 6,000 students per year, ranging from pre-school to retired professionals, attend its comprehensive programs. Nova, a private, non-sectarian, non-profit institution, is located in contemporary buildings on a 200 acre educational complex in the center of the Florida Gold Coast. The university is accredited by the Southern Association of Colleges and Schools.

FORT LAUDERDALE  This urban area is the major city of Broward County which has a population of approximately one million. Located in Davie, a small "western" town on the edge of Fort Lauderdale, Nova is the only major university in Broward County. The combination of millionaire's yachts and the working tankers at the Port, brilliant beaches and the Everglades' "sea of grass" provides an environment of contrasts which is reflected in the needs of the people and opportunities of the area. In addition to the varieties of water recreation, Fort Lauderdale also has theatre, museums, professional sports, and some of the best schools in the state of Florida.

APPLICATION  Interested persons should send a letter of application, three references, a detailed resume, and a transcript of the highest earned degree to:

Personnel Director
NOVA UNIVERSITY
3301 College Avenue
Fort Lauderdale, Florida 33314

Nova University is an equal opportunity/affirmative action employer.
NOVA COLLEGE opening requires successful undergraduate program development and management experience. Candidates must possess strong creative, leadership abilities, good communication, interpersonal/inter-group skills, flexibility and maturity.

Divisional programs provide skills and results oriented education to working professionals. A Doctorate in Business/Management and 5 - 10 years experience required, preferably a mixture of academic and corporate. Salary negotiable.

Send vita to: PERSONNEL DEPARTMENT
NOVA UNIVERSITY
3301 College Avenue
Fort Lauderdale, Florida 33314

Affirmative Action/Equal Opportunity Employer
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**Socioemotional**

- **maturity**
- **spontaneity**
- **perceptiveness**
- **objectivity**
- **self assessing**
- **self controlled**

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KEY: AmrManAsn - American Management Association's Competency-Based Masters Program, 1980.


EXHIBIT THIRTEEN: BUSINESS DIRECTOR CANDIDATE RATING LIST

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**TOTAL:** __________
NOVA UNIVERSITY - NOVA COLLEGE
ADJUNCT FACULTY APPLICATION

Please send all information to Nova College: Career Development Division, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314.

NAME_________________________________________ HOME PHONE____________________

HOME ADDRESS______________________________________________________________

PRESENT POSITION________________________________________________________________

PLACE OF BUSINESS____________________________________________ OFFICE PHONE___

OFFICE ADDRESS______________________________________________________________

ACADEMIC BACKGROUND (School/Major/Year) Send transcripts for final degree

Bachelors______________________________________________________________

Masters______________________________________________________________

Additional credits__________________________________________________________

Doctorate______________________________________________________________

TEACHING EXPERIENCE:

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LICENSE(S)/CERTIFICATE(S) HELD:

______________________________________________________________________________

List the names, addresses and phone numbers of three persons who would provide personal and professional recommendations about you.

Name Address Phone

Name Address Phone

Name Address Phone

Your signature ____________________________ Date ___________
Thank you for your interest in teaching for Nova College. We do not have any immediate openings which would require the specific credentials you possess. However, as our programs grow and expand our needs change, and we would like, therefore, to keep your credentials on file for possible future use.

Again, thank you for your interest.

Sincerely,
You have indicated an interest in joining the adjunct faculty of Nova College. As a first step in this process, we would like you to complete the enclosed application and return it to the academic division office designated on the application form. After the application has been received we will be calling you to make an appointment for an interview. At that time academic policies and procedures can be explained and any questions you may have can be answered. You will also have a chance to meet the college staff, see classrooms, and get a general orientation.

Thank you for your interest in Nova College; we are looking forward to meeting with you soon.

Sincerely,
Welcome to the cadre' of Nova College's adjunct faculty. In order to complete our faculty files, we need you to send the following as quickly as possible:

______ a) official transcript of graduate degree(s) and degree work in progress from:

________________________________________

________________________________________

______ b) current curriculum vita or resume'

______ c) two letters of recommendation which address your teaching ability and experience

Letter Received: ____________________________

We are looking forward to working with you and appreciate your support of our programs.

Sincerely,
NOVA UNIVERSITY
3301 COLLEGE AVENUE, FORT LAUDERDALE, FLORIDA 33314
EXHIBIT SIXTEEN (A)
ADJUNCT FACULTY EMPLOYMENT CONTRACT

DIVISION ___________________________ ACADEMIC TERM ___________________________

It is hereby agreed that, subject to the terms and conditions listed below, Nova University enters into a single academic term agreement with:

NAME ___________________________ HOME PHONE ___________________________

ADDRESS ___________________________________ BUSINESS PHONE ___________________________

SOCIAL SECURITY NUMBER ___________________________

To act as Adjunct Faculty Member for:

COURSE NUMBER AND TITLE __________________________________ LOCATION ___________________________

DAY/DATES ___________________________ TIME ___________________________

# __________________________________ SESSIONS ___________________________

COMPENSATION ___________________________

The following approved textbook(s) is/are to be used:

TITLE __________________________________ AUTHOR ___________________________

PUBLISHER ___________________________ EDITION ___________________________

TERMS AND CONDITIONS:

1. This agreement is predicated upon there being sufficient enrollment to warrant holding a class as determined by Nova University at its sole discretion.

2. Nova University reserves the right to cancel this course at any time through the regular and late registration periods of the term schedule. The cancellation of the course will void this teaching agreement.

3. This appointment is only for the teaching of the course designated above and for the term designated above. Any appointment to future teaching assignments will be made at the sole discretion of Nova University.

4. The faculty member agrees to abide by all the policies and procedures in the Nova College Faculty Handbook including submission by the dates specified below of a pre-class assignment and a course outline prepared according to the approved format (attached).

5. For the pay date to be met and a check issued, the instructor must submit (a) grades (and an Incomplete Form for each I) by one week after the end of the course, (b) a completed personnel file (application form, graduate school transcripts, and two professional letters of recommendation), and (c) a completed W-4 form.

6. An executed copy of this agreement must be returned to Nova University by the date specified below.

7. Additional terms:

RETURN SIGNED CONTRACT BY ___________________________ SUMBIT PRE-CLASS ASSIGNMENT BY ___________________________

SUBMIT COURSE OUTLINE BY ___________________________ PAY DATE ___________________________

I accept the terms and conditions of this agreement and agree to act as adjunct faculty member for the course designated above. I further give permission to Nova University to list me as an adjunct faculty member for this course in any advertisements that the University may publish.

Signature of Adjunct Faculty Member ___________________________ Date ___________________________

Accepted for Nova University:

Division Director ___________________________ Date ___________________________

College Director ___________________________ Date ___________________________

Please return white copy to Nova College and retain yellow copy for your records.
Nova College, the undergraduate center of Nova University, hereby enters into an agreement with: ____________________________
for the development of a specialty module in: ____________________________
for the Bachelor of Professional Management (BPM) Program.

The above referenced Module in final, approved form must be submitted three weeks (_________) prior to our final due date: _____________. The author agrees to make any necessary changes and revisions by the above stated due date.

The compensation for preparation of the __________ Module is $1,000.00. The publication rights of this document will belong to Nova University and the author will be provided with three (3) bound copies of the final edition.

_____________________________  ______________________
ACCEPTED  DATE

_____________________________
ACCEPTED FOR NOVA UNIVERSITY:

_____________________________  ______________________
DIVISION DIRECTOR  DATE

_____________________________  ______________________
DEAN  DATE
Nova College hereby enters into an agreement with:

for the development of an Instructor's Guide for:

The above referenced Instructor's Guide in final, approved form which conforms to the Author Guidelines must be submitted three weeks prior to our final due date: __________. The author agrees to make any necessary changes and revisions by the above stated due date.

The compensation for preparation of this Instructor's Guide is $200.00. The publication rights of this document will belong to Nova University and the author will be provided with three (3) bound copies of the final edition.
INSTRUCTIONS: Please use the following heading and exact Roman numerals and section titles as stated in this format. The term should be listed as Fall, Winter, Spring or Summer followed by the calendar year.

COURSE OUTLINE

NOVA UNIVERSITY - CENTER FOR UNDERGRADUATE STUDIES

Term year

I. COURSE NUMBER AND TITLE:

List the proper course prefix, number and full course title.

II. INSTRUCTOR:

List complete name, address and phone number; indicate whether phone is office or residence as well as special times for students to contact you.

III. COURSE DESCRIPTION:

Instructors should consult the current University Bulletin for the description of their courses in the Nova University curriculum. List in this section of the course outline specific course activities which your course will use, and any prerequisites necessary.

IV. COURSE OBJECTIVES:

Course objectives are statements describing what a student should be able to know and do upon successfully completing your course. Objectives should be written in behavioral terms and be consistent with the course description and assignments. It is the demonstration of the knowledge acquired that becomes the mechanism for evaluation whether in tests, projects or papers.

These objectives can also be the focus for student-instructor contracting for Tutorial courses or Incomplete grades.

(See Supplements A & B for suggestions on writing objectives.)
V. REQUIRED MATERIALS:

List the name, edition, author, publisher and copyright date of each required textbook. (Textbooks may not be changed once listed on the Tentative Teaching Assignment.)

If you are providing the students with more than six pages of handouts for your course, there will be a materials charge to the student. Such materials charge must be approved by the division director; and a statement must be included in this section of the course outline that there will be a materials charge for handouts. The approved charge should be included.

VI. CALENDAR OF READING AND WRITTEN ASSIGNMENTS:

List by week the reading and written assignments due from the first to last class meetings. Note: due to our accelerated format, assignments should be given for the first night of class. For this reason, texts are available to students before classes begin.

Format to be used:

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPICS</th>
<th>READING ASSIGNMENT</th>
<th>WRITTEN ASSIGNMENT</th>
</tr>
</thead>
</table>

VII. DESCRIPTION OF WRITTEN ASSIGNMENTS:

Please read this section carefully. It is of utmost importance that all written and examination requirements are properly described. List separately, in chronological order, a complete description of each written assignment and test required for this course. Keep in mind that the student attends class sessions for a minimum number of hours, therefore, much of the student's work for each course is by independent study. This increases the importance of listing complete descriptions for all assignments. Make sure you define all terms in your assignments. For example, if you are requiring a TERM PAPER, define what you as an instructor mean by a term paper. Or, if you require an assignment to have three parts, name the three parts and describe the requirements for each, etc.

It is expected that, in addition to classroom attendance, students will spend an average of 6-10 hours a week in study and/or assignment preparation.
II. CLASS POLICIES AND GRADING CRITERIA:

A. There are specific College instructional and grading policies and procedures, and you should consult your faculty handbook for more information on these or contact your division office if you need more information. In addition to the College policies, each of us has individual preferences for what constitutes a "well run" class or "adequate amount" of work.

When teaching adult students it is especially important that these preferences as well as any expectations you may have or potential penalties which would affect a student's grade must be made known and be clarified. By including all of the above policies, both the colleges and your own, in your course outline and clarifying through discussion with your classes, you will have helped to fulfill this responsibility.

B. Describe the system you will use to evaluate assignments and also how you determine final grades. The weight that each assignment carries in determining the final grade should be included, for example:

a. Term Paper 35%
b. Final Examination 35%
c. Case Studies 20%
d. *Class Participation 10%

TOTAL GRADE 100%

* Since learning is a shared experience, all courses should include a grade for class participation.

The other items which make up your final grade are at your discretion but should be stated on your course outline. When it is approved by the academic division office you may assume implicit approval of the components chosen to determine the final grade.

IX. LIST OF SUGGESTED REFERENCES:

See text for suggested references................. If none are included in assigned texts, provide a bibliography of the books/journals which you consider to be essential references. Please specify whether these are available in the Nova libraries (on campus) or local libraries (cluster programs).

See page 4 for example....
XI. LIST OF SUGGESTED REFERENCES: Example

An extensive list of references is provided in the text. However, to assist your research, the following journals should prove helpful:

Personnel Administrator
Public Personnel Management
Group and Organizational Processes
Personnel
Personnel Journal
Journal of Applied Behavioral Science
Administrative Science Quarterly
Training and Development Journal
Harvard Business Review

TUTORIALS

Outlines for courses to be taught tutorially must follow the above prescribed format. They must also include a list of specific dates for student-instructor contact.
SUPPLEMENT A
COGNITIVE BEHAVIORAL OBJECTIVES - INTELLECTUAL PERFORMANCE

Learning Level

1) KNOWLEDGE -- recall of specific information patterns, structures, similar to that presented by instructor's readings.

Sample Key Words

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Direct Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>acquire</td>
<td>vocabulary</td>
</tr>
<tr>
<td>define</td>
<td>forces</td>
</tr>
<tr>
<td>distinguish</td>
<td>influences</td>
</tr>
<tr>
<td>list</td>
<td>classes</td>
</tr>
<tr>
<td>identify</td>
<td>types</td>
</tr>
<tr>
<td>recall</td>
<td>arrangements</td>
</tr>
<tr>
<td>recognize</td>
<td>criteria</td>
</tr>
<tr>
<td>name</td>
<td>methods</td>
</tr>
<tr>
<td>state</td>
<td>techniques</td>
</tr>
<tr>
<td>label</td>
<td>approaches</td>
</tr>
<tr>
<td>cite</td>
<td>principles</td>
</tr>
<tr>
<td>classify</td>
<td>implications</td>
</tr>
</tbody>
</table>

2) COMPREHENSION -- show knowledge at a basic level

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Direct Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>conclude</td>
<td>meaning(s)</td>
</tr>
<tr>
<td>convey meaning</td>
<td>sample(s)</td>
</tr>
<tr>
<td>decode</td>
<td>definitions</td>
</tr>
<tr>
<td>describe in</td>
<td>words</td>
</tr>
<tr>
<td>own words</td>
<td>phrases</td>
</tr>
<tr>
<td>explain</td>
<td>relationships</td>
</tr>
<tr>
<td>extrapolate</td>
<td>conclusions</td>
</tr>
<tr>
<td>give reasons</td>
<td>consequences</td>
</tr>
<tr>
<td>illustrate</td>
<td>implications</td>
</tr>
<tr>
<td>interpret</td>
<td>ramifications</td>
</tr>
<tr>
<td>reformulate</td>
<td>factors</td>
</tr>
<tr>
<td>restate</td>
<td>effects</td>
</tr>
<tr>
<td>rewrite</td>
<td>probabilities</td>
</tr>
<tr>
<td>summarize</td>
<td></td>
</tr>
<tr>
<td>tell why</td>
<td></td>
</tr>
<tr>
<td>translate</td>
<td></td>
</tr>
<tr>
<td>estimate</td>
<td></td>
</tr>
<tr>
<td>infer</td>
<td></td>
</tr>
<tr>
<td>determine</td>
<td></td>
</tr>
</tbody>
</table>

3) APPLICATION -- ability to select and apply information in order to correctly solve problems

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Direct Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>administer</td>
<td>principles</td>
</tr>
<tr>
<td>adopt a plan</td>
<td>laws</td>
</tr>
<tr>
<td>apply</td>
<td>conclusions</td>
</tr>
<tr>
<td>carry out</td>
<td>effects</td>
</tr>
<tr>
<td>compute</td>
<td>methods</td>
</tr>
<tr>
<td>demonstrate</td>
<td>situation</td>
</tr>
<tr>
<td>employ</td>
<td>processes</td>
</tr>
<tr>
<td>perform</td>
<td>procedures</td>
</tr>
<tr>
<td>plot</td>
<td>phenomenon</td>
</tr>
<tr>
<td>put into action</td>
<td></td>
</tr>
<tr>
<td>implement</td>
<td></td>
</tr>
<tr>
<td>generalize</td>
<td></td>
</tr>
<tr>
<td>relate</td>
<td></td>
</tr>
<tr>
<td>choose</td>
<td></td>
</tr>
<tr>
<td>transfer</td>
<td></td>
</tr>
</tbody>
</table>

126
<table>
<thead>
<tr>
<th>Learning Level</th>
<th>Sample Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>4) ANALYSIS -- to separate information into its parts and to recognize the relationship of these parts.</td>
<td>Verbs</td>
</tr>
<tr>
<td></td>
<td>analyze</td>
</tr>
<tr>
<td></td>
<td>arrange</td>
</tr>
<tr>
<td></td>
<td>investigate</td>
</tr>
<tr>
<td></td>
<td>distinguish</td>
</tr>
<tr>
<td></td>
<td>combine</td>
</tr>
<tr>
<td></td>
<td>compare</td>
</tr>
<tr>
<td></td>
<td>contract</td>
</tr>
<tr>
<td></td>
<td>criticize</td>
</tr>
<tr>
<td></td>
<td>deduce</td>
</tr>
<tr>
<td></td>
<td>designate</td>
</tr>
<tr>
<td></td>
<td>detect</td>
</tr>
<tr>
<td></td>
<td>determine</td>
</tr>
<tr>
<td></td>
<td>formulate</td>
</tr>
<tr>
<td></td>
<td>discriminate</td>
</tr>
<tr>
<td></td>
<td>prioritize</td>
</tr>
<tr>
<td></td>
<td>calculate</td>
</tr>
<tr>
<td></td>
<td>itemize</td>
</tr>
<tr>
<td>5) SYNTHESIS -- to integrate information into a coherent whole</td>
<td>construct</td>
</tr>
<tr>
<td></td>
<td>compose</td>
</tr>
<tr>
<td></td>
<td>design</td>
</tr>
<tr>
<td></td>
<td>develop</td>
</tr>
<tr>
<td></td>
<td>devise</td>
</tr>
<tr>
<td></td>
<td>formulate</td>
</tr>
<tr>
<td></td>
<td>(hypothesis)</td>
</tr>
<tr>
<td></td>
<td>integrate</td>
</tr>
<tr>
<td></td>
<td>propose</td>
</tr>
<tr>
<td></td>
<td>specify</td>
</tr>
<tr>
<td></td>
<td>combine</td>
</tr>
<tr>
<td></td>
<td>document</td>
</tr>
<tr>
<td>6) EVALUATION -- to judge the value/importance</td>
<td>appraise</td>
</tr>
<tr>
<td></td>
<td>ascertain</td>
</tr>
<tr>
<td></td>
<td>value</td>
</tr>
<tr>
<td></td>
<td>assess</td>
</tr>
<tr>
<td></td>
<td>diagnose</td>
</tr>
<tr>
<td></td>
<td>evaluate</td>
</tr>
<tr>
<td></td>
<td>judge</td>
</tr>
<tr>
<td></td>
<td>prioritize</td>
</tr>
<tr>
<td></td>
<td>verify</td>
</tr>
<tr>
<td></td>
<td>validate</td>
</tr>
<tr>
<td></td>
<td>standardize</td>
</tr>
</tbody>
</table>


## SUPPLEMENT B
### AFFECTIVE BEHAVIORAL OBJECTIVES - FEELINGS/ATTITUDES

<table>
<thead>
<tr>
<th>Learning Level</th>
<th>Sample Key Words</th>
</tr>
</thead>
</table>

### 1) RECEIVING --
accepting a specific event or information

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Direct Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>accumulate</td>
<td>sights</td>
</tr>
<tr>
<td>accept</td>
<td>sounds</td>
</tr>
<tr>
<td>attempt</td>
<td>events</td>
</tr>
<tr>
<td>comply</td>
<td>designs</td>
</tr>
<tr>
<td>select</td>
<td>models</td>
</tr>
<tr>
<td>limit</td>
<td>answers</td>
</tr>
<tr>
<td>listen</td>
<td>rhythms</td>
</tr>
<tr>
<td>list</td>
<td>alternatives</td>
</tr>
<tr>
<td>observe</td>
<td>examples</td>
</tr>
<tr>
<td>recognize</td>
<td></td>
</tr>
<tr>
<td>reject</td>
<td></td>
</tr>
<tr>
<td>separate</td>
<td></td>
</tr>
<tr>
<td>control</td>
<td></td>
</tr>
<tr>
<td>share</td>
<td></td>
</tr>
<tr>
<td>differentiate</td>
<td></td>
</tr>
</tbody>
</table>

### 2) RESPONDING --
reacting to a specific event of information

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Direct Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask</td>
<td>directions</td>
</tr>
<tr>
<td>comply</td>
<td>policies</td>
</tr>
<tr>
<td>follow</td>
<td>demonstrations</td>
</tr>
<tr>
<td>volunteer</td>
<td>works</td>
</tr>
<tr>
<td>discuss</td>
<td>presentations</td>
</tr>
<tr>
<td>applaud</td>
<td>writings</td>
</tr>
<tr>
<td>spend leisure</td>
<td>laws</td>
</tr>
<tr>
<td>time in</td>
<td>instructions</td>
</tr>
<tr>
<td>choose</td>
<td>games</td>
</tr>
<tr>
<td>consult</td>
<td></td>
</tr>
<tr>
<td>delay</td>
<td></td>
</tr>
<tr>
<td>doubt</td>
<td></td>
</tr>
<tr>
<td>hesitate</td>
<td></td>
</tr>
<tr>
<td>try</td>
<td></td>
</tr>
<tr>
<td>question</td>
<td></td>
</tr>
</tbody>
</table>

### 3) VALUING -- showing attitudes and behaviors which support specific values and beliefs

<table>
<thead>
<tr>
<th>Verbs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>consider</td>
<td>group membership</td>
</tr>
<tr>
<td>display</td>
<td>presentation</td>
</tr>
<tr>
<td>examine</td>
<td>irrationalities</td>
</tr>
<tr>
<td>express</td>
<td>applications</td>
</tr>
<tr>
<td>join</td>
<td>arguments</td>
</tr>
<tr>
<td>participate</td>
<td>viewpoints</td>
</tr>
<tr>
<td>practice</td>
<td>projects</td>
</tr>
<tr>
<td>pursue</td>
<td>commitment</td>
</tr>
<tr>
<td>support</td>
<td></td>
</tr>
<tr>
<td>assist</td>
<td></td>
</tr>
<tr>
<td>deny</td>
<td></td>
</tr>
<tr>
<td>debate</td>
<td></td>
</tr>
<tr>
<td>argue</td>
<td></td>
</tr>
<tr>
<td>help</td>
<td></td>
</tr>
<tr>
<td>subsidize</td>
<td></td>
</tr>
<tr>
<td>suggest</td>
<td></td>
</tr>
</tbody>
</table>

Source: Same as for Supplement A

128
WORKSHOP OBJECTIVES

At the end of this workshop participants will be able to:

A. DEFINE AND BE AWARE OF:
   1. What Andragogy means,
   2. What Pedagogy means,
   3. What the "adult condition" is,
   4. What competency-based instruction is,
   5. What learner-oriented instruction is.

B. IDENTIFY AND UTILIZE:
   1. Specific instructor roles to facilitate learning,
   2. Adult needs to be self-directed and involved in the learning process,
   3. Specific learning aids which are particularly effective with adult learners,
April 25, 1981

WORKSHOP AGENDA

9:00 - 9:05 Coffee, Sign-in, Name Tags

9:05 - 9:30 Opening Remarks
Dr. Abraham Fischler

9:30 - 10:00 "Facilitating Adult Learning"
Margaret Shearon

10:00 - 10:10 Coffee Break

10:10 - 11:20 Group Sessions

11:20 - 11:40 Group Information Sharing

11:40 - 11:50 Summary
Margaret Shearon

11:50 - 12:00 Closing Remarks
Dr. Phil DeTurk

12:00 Lunch
## ASSUMPTIONS OF TEACHER-DIRECTED LEARNING AND SELF-DIRECTED LEARNING

<table>
<thead>
<tr>
<th>Assumptions</th>
<th>Teacher-directed learning</th>
<th>Self-directed learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>About</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concept of the learner</td>
<td>Dependent personality</td>
<td>Increasingly self-directed organism</td>
</tr>
<tr>
<td>Role of learner's experience</td>
<td>To be built on more than used</td>
<td>A rich resource for learning</td>
</tr>
<tr>
<td>Readiness to learn</td>
<td>Varies with levels of maturation</td>
<td>Develops from life tasks and problems</td>
</tr>
<tr>
<td>Orientation to learning</td>
<td>Subject-centered</td>
<td>Task-or problem-centered</td>
</tr>
<tr>
<td>Motivation</td>
<td>External rewards and punishments</td>
<td>Internal incentives, curiosity</td>
</tr>
</tbody>
</table>

## PROCESSES OF TEACHER-DIRECTED LEARNING AND SELF-DIRECTED LEARNING

<table>
<thead>
<tr>
<th>Process Elements</th>
<th>Teacher-directed learning</th>
<th>Self-directed learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate</td>
<td>Formal Authority-oriented</td>
<td>Informal, Mutually respectful, Consensual, Collaborative Supportive</td>
</tr>
<tr>
<td></td>
<td>Competitive Judgmental</td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td>Primarily by teacher</td>
<td>By participative decision-making</td>
</tr>
<tr>
<td>Diagnosis of Needs</td>
<td>Primarily by teacher</td>
<td>By mutual assessment</td>
</tr>
<tr>
<td>Setting Goals</td>
<td>Primarily by teacher</td>
<td>By mutual assessment</td>
</tr>
<tr>
<td>Designing a Learning Plan</td>
<td>Content units, Course syllabus, Logical sequences</td>
<td>Learning projects, Learning contracts, Sequenced in terms of readiness</td>
</tr>
<tr>
<td>Learning Activities</td>
<td>Transmittal techniques, Assigned readings</td>
<td>Inquiry projects, Independent study, Experiential techniques</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Primarily by teacher</td>
<td>By mutual assessment of self-collected evidence</td>
</tr>
</tbody>
</table>
EXHIBIT EIGHTEEN (D)
Source: M. Knowles, 1975

<table>
<thead>
<tr>
<th>COMPETENCIES RATING INSTRUMENT</th>
<th>NONE</th>
<th>WEAK</th>
<th>FAIR</th>
<th>STRONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posesses these competencies to the following degree:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAME:</td>
<td>LEARNING PROJECT:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 LEARNING OBJECTIVES</td>
<td>2 LEARNING RESOURCES AND STRATEGIES</td>
<td>3 EVIDENCE OF ACCOMPLISHMENT</td>
<td>4 CRITERIA AND MEANS OF VALIDATING EVIDENCE</td>
<td></td>
</tr>
</tbody>
</table>

Source: M. Knowles, 1975
**WORKSHOP EVALUATION**

Directions: Please answer questions by checking yes or no, rating using a scale of 1 to 3 with, 1 = excellent, 2 = good, 3 = adequate.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Were the workshop objectives clear?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Were the instructional strategies identified?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Were instructional methods identified?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. (a) Did you have any specific expectations about this workshop?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) If so, where they met?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. (a) Were you able to share information and resources with your peers?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Do you think this sharing will be useful to you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Were the workshop objectives met?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. What is your overall evaluation of the workshop?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Any suggestions or comments? (Please use back of paper if necessary.)
TWO YEAR CURRICULUM

BACHELOR OF SCIENCE IN TECHNOLOGICAL MANAGEMENT

Management and Organization Courses (15 sem. hrs.)

BUS 205 - Principles of Management
BUS 315 - Personnel Administration
BUS 317 - Organization Behavior
BUS 415 - Human Resource Development
LAN 311 - Business Communications

Behavioral Science Courses (15 sem. hrs.)

PSY 231 - Human Development
PSY 241 - Personal Adjustment
PSY 311 - Interpersonal Processes
SOC 221 - Social Problems
POL 315 - Business, Government and Social Responsibility

Financial Management Courses (15 sem. hrs.)

ECO 203 - History of Economic Thought
BUS 301 - Finite Mathematics
ACT 205 - Financial Accounting
ACT 206 - Accounting For Management Decisions
FIN 301 - Corporation Finance

Information Systems & Applied Project Courses (15 sem. hrs.)

BUS 300 - Intro To Management Information Systems
BUS 309 - Quantitative Methods & Statistics
MKT 491 - Marketing Management
BUS 461 - Research Methods & Applied Project (6 cr.)

Great Issues (6 sem. hrs.)

HUM 411 - Great Issues I
HUM 412 - Great Issues II

Total - 66 sem. hrs.
Total Degree Requirements - 126 sem. hrs.
Dear Colleague:

The BTM program was always intended to prepare you to be a professional manager. Since its conception, many students without technical backgrounds have been attracted to the program, and for them the words Technological Management are not appropriate. We are, therefore, changing the name of the program to Bachelor of Science in Professional Management.

Your degree remains a Bachelor of Science degree and the Nova diploma, which does not carry the name of the major, remains the same. If, for any reason, you would like your transcripts to carry the original program name, Technological Management, please call the Cluster Programs office at 475-7330 before May 22. Otherwise your transcript will be revised to read Bachelor of Science in Professional Management.

We hope you will be as pleased with this change as we are.

Yours truly,

[Signature]
Philip H. DeTurk
Director

PHD:ct
EXHIBIT TWENTY-ONE

TWO YEAR CURRICULUM
BACHELOR OF SCIENCE IN PROFESSIONAL MANAGEMENT

Introductory Skills (6 sem. hrs.)

BUS 201 - Mathematics For Managers
LAN 311 - Business Communications

Management of Organizations & Operations (18 sem. hrs.)

BUS 205 - Principles of Management
BUS 305 - Organization Theory
BUS 317 - Organization Behavior
BUS 425 - Human Resource Management
POL 315 - Business, Government and Society
BUS 498 - Business Strategy and Policy

Behavioral and Social Science (15 sem. hrs.)

ECO 203 - History of Economic Thought
PSY 241 - Personal Development
PSY 311 - Interpersonal Processes
PSY 316 - Issues in Social Psychology
SOC 301 - Sociological Issues

Functional Management (15 sem. hrs.)

ACT 205 - Financial Accounting
BUS 300 - Management Information Systems
BUS 309 - Business Statistics and Quantitative Methods
FIN 301 - Corporate Finance
MKT 391 - Marketing Management

Great Issues (6 sem. hrs.)

HUM 411 - Great Issues I
HUM 412 - Great Issues II

Applied Project (6 sem. hrs.)

BUS 461 - Research Methods
BUS 462 - Management Applied Project

Total - 66 sem. hrs.
Total Degree Requirements -126 sem. hrs.

137 Revised 5/7/81
EXHIBIT TWENTY-TWO

PURCHASING SPECIALTY MODULE
PURCHASING SPECIALTY MODULE

Competition continues to be intense and your firm's ability to produce a quality product, be cost effective, and extend acceptable service will dictate how effectively you can compete in the market place. The "cutting edge" in the business arena is tasked to Purchasing.

The rapidly changing supply scene with shortages, poorer quality, increasing prices and unstable markets are producing a continuing challenge and restraint to those organizations anxious to obtain maximum contribution.

It has been said that sales brings in the business, purchasing leads the way to make it profitable.

Your firm can't afford not to take advantage of this Purchasing Module.

The specialized purchasing certificate may be used to fulfill major and/or elective requirements for Technological Management or may be taken apart from the degree program altogether.

The goals of the Purchasing Program are three fold:

1. A Bachelor of Science Degree in Technological Management with Certificate in Purchasing (comprises 66 semester hours beyond the Community College A.S. or A.A.S. degree). This degree program can be completed in 24 months while maintaining a full-time job.

2. A Certificate of Completion in Purchasing (comprises 15 semester hours of college credit course). This option is especially geared toward the working adult and could be completed in three to four semesters of part-time evening study. Outgoing competency is geared toward the Certified Purchasing Manager (CPM) exam of the National Association of Purchasing Management (NAPM).
3. Selected college credit course work for those students wishing isolated 
Purchasing courses of particular interest to them but who do not wish 
to pursue a total program.

The Purchasing Specialty has as its objectives to:

- prepare for careers in purchasing, materials or related fields.
- complete courses designed to develop specific real-world skills in 
purchasing the materials, products and services needed to produce the 
firms output, and in managing these flows through the organization.
- expand student's awareness of the social, environmental, economic, 
  political forces in the purchasing process.
- prepare for the NAPM Certification in Purchasing Management (CPM).

The curriculum of the purchasing module is designed to cover material 
necessary for National Association of Purchasing Management (NAPM) exams leading 
to the Certified Purchasing Management (CPM) designation.

The following topics are included:

- Purchasing and Materials Management
- Negotiations
- Vendor Analysis
- Developing sources of supply
- Contract Law
- Federal Regulations applying to Purchasing
- Scrap/Surplus
- Inventory Management
- Administrative Function
- Computer Characteristics/MIS
. Budgets & Costs
. Cost Reduction/MBO/Value Analysis
. Systems Contracting
. Forecasting
. International Purchasing
. Standardization
. Buyer-Seller Relationships
. Continuing Education - Case Studies
SUGGESTED TWO YEAR CURRICULUM

IN THE

BACHELOR OF SCIENCE IN TECHNOLOGICAL MANAGEMENT

CERTIFICATION IN PURCHASING

Module 1 – Management & Organization (15 sem. hrs.)

BUS – Business Organization & Administration
BUS 205 – Principles of Management
LAN 311 – Business Communications
BUS 300 – Management Information Systems
BUS 305 – Organization Theory

Module 2 – Behavioral/Social (18 sem. hrs.)

PSYCH 231 – Human Development & Adjustment
SOC 221 – Social Problems
POL 315 – Business, Government & Society
BUS 425 – Human Resource Management
HUM – Issues – Arts, Literature, Philosophy
BUS 317 – Organization Behavior

Module 3 – Functional & Informational Management (18 sem. hrs.)

ECO 491 – Managerial Economics
ACT 491 – Managerial Accounting and Cost Analysis
FIN 311 – Financial Management
MKT 491 – Marketing Management
BUS 409 – Quantitative Applications to Decision Making
BUS 491 – Operations Management

Module 4 – Certification in Purchasing (15 sem. hrs.)

BUS 225 – Principles of Purchasing & Materials Management
BUS 332 – Procurement & Contracting
BUS 363 – Contract & Procurement Law
BUS 437 – Negotiations & Price Analysis
BUS 489 – Purchasing Policy – Continuing Education
Course Number: BUS 225 3 semester hours

Course Title: Principles of Purchasing & Materials Management

Objectives: To define and reinforce the role of the Purchasing and Materials Management functions emphasizing principles, tools, methods and techniques.

Course Content:
- Understand Materials Management
- The Purchasing Function
- Relations With Other Departments
- Strategy and Programs
- Productivity, Performance and Contribution Measurement
- Inventory Management Techniques
- Achieving and Balancing Objectives
- Traffic and Transportation
- Material Control & Handling
- Production Planning & Control Techniques
- Determination of Requirements, Pricing, Source Selection, Inventory Policy & Professional Ethics
- Managerial Accountability
- Computers in Materials Management
- Quality Assurance
- Materials Requirements Planning (MRP)
- Measurement of Purchasing and Materials
- International Purchasing
- Scrap & Surplus
- Forecasting

Course Length: 8 - 4 hour sessions

Media/Methodology:

Case Study & Analysis

Presentation & Discussion


Handouts given from NAPM, Guide to Purchasing.


Course Number: BUS 332 3 semester hours

Course Title: Procurement and Contracting

Objectives: Designed as a follow-on to Principles of Purchasing and Materials Management and an introduction and overview of competitive and non-competitive procurement principles, tools, methods and techniques.

Course Content:
- Make or Buy Decision
- Research
- Planning & Forecasting
- Standardization
- Value Engineering/Value Analysis
- Capital Equipment Purchases
- Management Information Systems (MIS) in Materials Management
- Budgets
- Administration/Enforcement of Contract Terms
- Early Recognition of Symptoms Leading to Cost Overruns
- Contract Claims, Delays, Change Orders and Disputes
- Use of Cost, Schedules, Performance and Technical Aspects as Contract Incentives
- Appeals
- Financial Analysis, Termination, Production Surveillance, Quality Assurance (Q.A.) and Audit

Course Length: 8 - 4 hour sessions

Media/Methodology:

Presentations & Discussions

Case Reviews


Handouts from NAPM, Guide to Purchasing.

Course Number: BUS 363  
3 semester hours

Course Title: Contract and Procurement Laws

Objectives: Concerned with the legal aspects of contract/procurement law and will include the examination and evaluation of contract clauses and case law.

Course Content:
- Review of Contract Administration Functions and Responsibilities
- Understand Legal Principles Governing Contracts Derived from the Constitution, Common Law, Statutes, Executive Orders, Regulations, Court Decisions and Administrative Rulings.
- Understand the Uniform Commercial Code With Emphasis on Sales, Negotiable Instruments, and Secured Transactions

Course Length: 8 - 4 hour sessions.

Media/Methodology:

Presentations & Discussions

Case Review

Problem Solving


Handouts from NAPM, Guide to Purchasing.
Course Number: BUS 437 3 semester hours

Course Title: Negotiations and Price Analysis

Objective: To analyze and review the various factors involved in the evaluation of vendor price proposals, and in the negotiation process, providing practical guidelines and role play sessions geared toward skill enhancement.

Course Content:

- Understand the Dynamics, Theory & Techniques of Negotiation
- Making Your Negotiation Style Work for You
- Preparation for a successful Negotiation
- How, Who, When & Where to Negotiate
- Negotiation Case Studies & Role Playing
- Price/Cost Analysis Techniques
- Evaluation Objectives
- Analyzing the Total Cost of Vendor Offers
- What is an Allowable Increase
- Indexes - Use & Pitfalls
- Effective Methods of Resistance
- Profit, Investment and Risk Analysis
- Dealing with Inflation
- Avoiding Price Increases
- Learning Curves
- Productivity Improvements
- Scope & Objectives of Negotiated Procurement
- Participation and Relationship of the Organization in Negotiation
- Incentives

Course Length: 8 - 4 hour sessions

Media/Methodology:

- Case Study & Analysis
- Role Play
- Problem Solving Workshop
- Presentations & Discussions


Handouts from NAPM, Guide to Purchasing.

Course Number: BUS 489 3 semester hours

Course Title: Purchasing Policy - Continuing Education

Objectives: To look at procurement from a top-management viewpoint, relate procurement to other business functions and to integrate it as an element in total corporate strategy. In addition, review will be held in preparation for the National Association of Purchasing Management (NAPM) Certification in Purchasing Management (CPM).

Course Content:
- Case Course That Integrates Contents of Specialty Module in Purchasing
- Emphasis Placed on Developing Student Skills of Problem Recognition, Applying Previously Learned Techniques, Problem Solving & Current Topics.
- Certified Purchasing Manager (CPM) Review
- Procurement Strategy
- Case Problems

Course Length: 8 - 4 hour sessions

Media/Methodology:
- Presentations & Discussions
- Case Study & Analysis
- Problem Solving
- Role Play


REFERENCE LIST OF BOOKS IN PURCHASING, MATERIALS MANAGEMENT AND RELATED FIELDS

PURCHASING AND MATERIALS MANAGEMENT


PROFIT-CONSCIOUS PURCHASING. 1977. The Dartnell Corp.


Bailey, P. and Farme, D., PURCHASING PRINCIPLES AND TECHNIQUES. 3rd ed. 1977. IPS.


Ballot, R., MATERIALS MANAGEMENT: A RESULTS APPROACH. 1971. AMA.


Barker, D. and Farington, E., BASIC ARTS OF BUYING. IPS.

Barlow, C., PURCHASING FOR THE NEWLY APPOINTED BUYER. 1970. AMA.


Brown, R., MATERIALS MANAGEMENT SYSTEMS. Physical Distribution Bookstore.


Cantor, J., EVALUATING PURCHASING SYSTEMS. 1970. AMA.


Dand, R. and Farme, D., PURCHASING IN THE CONSTRUCTION INDUSTRY. 1974. IPS.

DeRose, L., HOW TO NEGOTIATE PURCHASE PRICES. 1970. Management Center of Cambridge.

Dowst, S., BASICS FOR BUYERS. 1971. CBI Publishing Co.

REFERENCE LIST OF BOOKS IN PURCHASING, MATERIALS MANAGEMENT AND RELATED FIELDS


Fallon, C., VALUE ANALYSIS. 2nd revised ed. Triangle Press.


Fearon, H., PURCHASING RESEARCH: CONCEPTS AND CURRENT PRACTICE. 1976. AMA.


Hendrick, F., PURCHASING MANAGEMENT IN THE SMALLER COMPANY. 1970. AMA.


Kolios, A. and Steapel, J., PURCHASING AND EDP. 1966. AMA.


Manente, M., FUNCTIONS OF THE PURCHASING MANAGER. 1969. AMA.
REFERENCE LIST OF BOOKS IN PURCHASING, MATERIALS MANAGEMENT AND RELATED FIELDS

McDonald, P., GOVERNMENT PRIME CONTRACTS AND SUBCONTRACTS. Revised annually. Procurement Associates.


MURRAY ON CONTRACTS. Purchasing Management Association of Pittsburgh.

National Assn. of Purchasing Management, Inc., GUIDE TO PURCHASING. Volume 1.


(Looseleaf) 1973 to date.

W.A.P.M. CERTIFICATION PROGRAM - THE NEW STUDY GUIDE.


Pooler, V., THE PURCHASING MAN AND HIS JOB. 1964. AMA.


Ridge, W., VALUE ANALYSIS FOR BETTER MOVEMENT. 1969. AMA.

Saxbridge, E., PURCHASING COMPUTERS. IPS.


Stelzer, W., MATERIALS MANAGEMENT. 1970. Prentice Hall.

REFERENCE LIST OF BOOKS IN PURCHASING, MATERIALS MANAGEMENT AND RELATED FIELDS

Stevens, J., MEASURING PURCHASING PERFORMANCE. IPS.


The American Law Institute, UNIFORM COMMERCIAL CODE. 1972. West Publishing.


Webster, F., ORGANIZATIONAL BUYING BEHAVIOR. 1972. Prentice-Hall.

Wells, R., EDP APPLICATIONS FOR THE PURCHASING FUNCTION. 1970.


RELATED FIELDS.


Basil, D., LEADERSHIP SKILLS FOR EXECUTIVE ACTION. 1971. AMA.


REFERENCE LIST OF BOOKS IN PURCHASING, MATERIALS MANAGEMENT AND RELATED FIELDS

Cheek, L., ZERO-BASE BUDGETING COMES OF AGE. 1977. AMA.
Davis, W., BUSINESS DATA PROCESSING. 1978. Addison-Wesley.
Dopuch, C., COST ACCOUNTING, ACCOUNTING DATA FOR MANAGEMENT'S DECISIONS. 2nd ed. Harcourt-Brace-Jovanovich.
Frank, W., THE NEW SOFTWARE ECONOMICS. U.S. Professional Development Institute.
Hannaford, W., SYSTEMS SELLING TO INDUSTRIAL MARKETS. 1980. The National Association of Wholesalers-Distributors.
REFERENCE LIST OF BOOKS IN PURCHASING, MATERIALS MANAGEMENT AND RELATED FIELDS


International Business Machines., COPICS SERIES. (8 volumes) 1975. IBM.


Kaufman, P., COMMODITY TRADING SYSTEMS AND METHODS. John Wiley and Sons.


REFERENCE LIST OF BOOKS IN PURCHASING, MATERIALS MANAGEMENT AND RELATED FIELDS


Sellers, R., THE EXECUTIVE'S GUIDE TO PLANNING TRANSITION TO THE METRIC-SI SYSTEM. 1973. NAPM.


Tewles, R., COMMODITY FUTURES GAME. McGraw-Hill.


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REFERENCE LIST OF BOOKS IN PURCHASING, MATERIALS MANAGEMENT AND RELATED FIELDS


Wilson, R., COST CONTROL HANDBOOK. Halsted Press. (John Wiley and Sons.)
## EXHIBIT TWENTY-THREE:
### APPROVED FACULTY FOR BPM PROGRAM - JUNE 1981

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Courses Approved</th>
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<tbody>
<tr>
<td>Benson, Louis, Ph.D.</td>
<td>BUS 315, BUS 425, MKT 491</td>
</tr>
<tr>
<td>263 Barcelona Road, West Palm Beach, Florida 33401</td>
<td></td>
</tr>
<tr>
<td>H-833-0171, O-491-5004</td>
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<tr>
<td>Biscomb, Richard, Ph.D.</td>
<td>ACT 205, FIN 301</td>
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<tr>
<td>4840 N.W. 19th. Street, Lauderhill, Florida 33313</td>
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<tr>
<td>H-733-0082, O-475-7643</td>
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<tr>
<td>Buddi, Joan</td>
<td>BUS 205, Health Management Specialty</td>
</tr>
<tr>
<td>12850 State Road #84, Ft. Lauderdale, Florida 33325</td>
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<tr>
<td>H-472-7641, O-721-2900</td>
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<tr>
<td>Carlyn, Lewis</td>
<td>MKT 391</td>
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<tr>
<td>2920 N.W. 114th. Way, Coral Springs, Florida 33065</td>
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<tr>
<td>H-752-4867, O-651-5421</td>
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<tr>
<td>Clemmons, Kerry</td>
<td>BUS 205, BUS 305, BUS 317, BUS 425</td>
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<tr>
<td>2521 N.E. 51st. Street, Lighthouse Point, Florida 33064</td>
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<tr>
<td>H-426-2279, O-485-0223</td>
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<tr>
<td>Cooper, Carl, D.B.A.</td>
<td>BUS 205, BUS 305, BUS 498, Purchasing Specialty</td>
</tr>
<tr>
<td>300 East Drive, North Miami Beach, Florida 33161</td>
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<tr>
<td>H-651-3743, O-475-6300</td>
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<tr>
<td>Elgart, Lloyd, D.B.A.</td>
<td>BUS 205, BUS 425, BUS 461, BUS 462</td>
</tr>
<tr>
<td>14141 Leaneng Pine Drive, Miami Lakes, Florida 33014</td>
<td></td>
</tr>
<tr>
<td>H-822-4872, O-758-3392</td>
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<tr>
<td>Fisher, George, D.Sc.</td>
<td>BUS 205, BUS 305, BUS 498, Production/Operations area</td>
</tr>
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</table>
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O-475-7317  

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Purchasing Specialty  

REES, RICHARD, Ed.D.  
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BUS 305, BUS 317, BUS 425  
(moving to Lakeland 7/1/81 available for Clearwater)  

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O-972-9100 X2235  

MKT 391  

RIVERS, ELIZABETH  
7190 Scott Street  
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BUS 309, BUS 461, BUS 462,  
Health Management Specialty  

ROBERTSON, LOUISE  
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Ft. Lauderdale, Florida 33308  
H-772-8176  
O-563-9691  

FIN 301  

ROMANCE, DENNIS, D.B.A.  
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O-972-9100  

ACT 205, FIN 301  

SHEARON, MARGARET, D.B.A.  
3769 West Citrus Trace  
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BUS 205, BUS 305, BUS 317,  
BUS 425, BUS 461, BUS 462  

TWO ROGER, LESLIE  
1401 S.E. 9th. Street  
Ft. Lauderdale, Florida 33316  
H-764-5937  

BUS 317, MKT 391  

TWO ROGER, THOMAS  
c/o Kenworth of South Florida  
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O-463-1313 Broward/ 652-2336 Dade  

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H-475-1048

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O-921-3471

WEST, WILLIAM  
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H-964-3619

WHITLOCK, MAX, D.B.A.  
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H-557-2193  
O-374-8330 X235

ZAGURSKY, GEORGE  
9041 S.W. 140 Street  
Miami, Florida 33176  
H-235-6424  
O-552-3427

BUS 205, BUS 305, BUS 317, BUS 425

ACT 205, BUS 498, FIN 301, MKT 391

Public Management Specialty

BUS 205, BUS 305, BUS 498, FIN 301

BUS 300, BUS 461

BUS 205, BUS 300, BUS 305, BUS 461, BUS 462
XI. BIOGRAPHICAL SKETCH

Margaret Rogers Shearon was born in Fort Myers, Florida in November, 1943 and raised on the east coast from New England to Florida. She attended Purdue University in West Lafayette, Indiana, graduating with a Bachelor of Arts in Comparative Literature in 1964 and completing all requirements for the Master of Arts in Teaching (M.A.T.) in 1972. She earned a Master of Education (Ed.M.) from Harvard University in 1973 under the joint auspices of the Graduate Schools of Business Administration and Education, and has completed all requirements except the dissertation for the Doctor of Business Administration (D.B.A.) degree from Nova University, Ft. Lauderdale, Florida. Her research interests focus on issues affecting the organization's human resources as well as its structures and systems.

From 1965 to 1969, Ms. Shearon was with school systems in Indiana, Missouri and New York. From 1969 to 1970, she was with Exxon Corporation, New York, developing and implementing a computerized records system. From 1971 - 1973, she was a freelance consultant doing organizational development projects in Boston. She has since served as a Race Relations consultant to the Department of Defense and continues as a consultant in organization development and human resource management for a number of organizations. From 1973 - 1975, she was with Miami-Dade Community College as administrator of corrections training at the Institute of Criminal Justice, and since 1976 has been with Nova University. She joined the Nova faculty as Assistant Director of Graduate Management Programs, specifically responsible for the Human Resource Management program, and in
1978 was appointed a Program Professor of Management. She later became the Director of Masters Programs for the Center for the Study of Administration and an Instructor of Management. In 1980, she was appointed Director of the Business Division for Nova College. Since 1978 she has also been the owner-operator of a sailboat chartering company, Fantasea Charters.

Ms. Shearon has been selected as an Outstanding Young Woman in America (1980-1981) and was a member of the nominating committee (1981-1982); is listed in Who's Who in American Colleges and Universities (1979-1982), and Who's Who in the South and Southwest (1979-1982). She holds memberships in the Academy of Management where she is serving on the Management/Organization Theory division's Curriculum Task Force, the Southern Management Association, and the American Society for Training and Development.
I certify that I have read and am willing to sponsor this MAJOR APPLIED RESEARCH PROJECT submitted by MARGARET SHEARON. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality, as a MAJOR APPLIED RESEARCH PROJECT for the degree of Doctor of Business Administration at Nova University.

June 29, 1981

Richard M. Hodges, Ph. D.
MARP Advisor & Cluster Coord.

I certify that I have read this MAJOR APPLIED RESEARCH PROJECT by MARGARET SHEARON and in my opinion it conforms to acceptable standards for a MAJOR APPLIED RESEARCH PROJECT for the Doctor of Business Administration degree at Nova University.

July 1, 1981

Abraham S. Fischler, Ph.D.
Nova Faculty Member

Deborah B. Robin, Ed.D.
Director of Cluster Programs

This MAJOR APPLIED RESEARCH PROJECT was submitted by MARGARET SHEARON to the Director of the Doctor of Business Administration Program at Nova University and is acceptable in partial fulfillment of the requirements for the Doctor of Business Administration degree.

June 29, 1981

Martin I. Veiner, Ph. D.
Director, D.B.A Program

This MAJOR APPLIED RESEARCH PROJECT by MARGARET SHEARON was received by the Office of Graduate Research, Center For The Study Of Administration.

July 8, 1981

Charles Blackwell, D.P.A.
Assoc. Dir. For Grad. Research

7/8/81

John M. Clarke, Ph. D.
Director of CSA
CERTIFICATION STATEMENT

I, MARGARET ROGERS SHEARON, do hereby certify that this Major Applied Research Project, entitled, "DEVELOPING AND IMPLEMENTING INSTITUTIONAL PRIORITIES FOR AN ADULT-ORIENTED COLLEGE THROUGH A SYSTEM OF MANAGEMENT OBJECTIVES," constitutes my own creation; that where the language of another is set forth verbatim, quotation marks so indicate, and that appropriate credit is given where I have used the language, ideas, expressions, models, charts or writing of another author.

[Signature]

Date