



**33rd Annual Conference
of
The Society of Educators and Scholars**

SES



Leadership in a Transforming World

Hosted by

**St Philip's College
Alamo Colleges
CEPA**

San Antonio, Texas

abstracts

Presentations & Breakout Sessions

Ecological Literacy and Sustainable Livelihoods from Public Schools?

Bios: Paul Martin (BS/MS-TAMU, Ph.D.-Univ. FL) was raised with 5 younger siblings (and worked with migrant labor crews) during the drought of the 50s on a very small south Texas (hog) farm—a farm which always possessed a large garden, fruit trees, chickens and a milk cow. While in Florida during the “Energy Crisis of the 70s”, Martin researched population dynamics of natural enemies of key lepidopteran pests in a “model north Florida ecosystem” (involving vegetable crops and wild hosts, and including studies of *Trichogramma* and lacewings). Martin was significantly influenced by ecologists like E.J. Dyksterhuis (TAMU), Archie Carr & H.T. Odum (Univ. FL) and David Pimentel (Cornell). Moreover, a considerable amount of applied ecological knowledge was developed in late night sessions with Miguel Altieri (UC Berkeley) and during years as a pasture entomologist in Georgia and Brazil. Martin learned/manipulated to the best of his abilities through the Jim Hightower administration (TDA) as sustainable agriculture coordinator, and later taught biology/ecology at St. Philip’s College. He currently is involved with various organizations and efforts toward developing and promoting *positively ethical applied community ecology*, and works for/with his children and grandchildren on a small “family farm” near Stockdale, TX.

Paul B. Martin, Ph.D.; Marvel Maddox; Jolly Ellis

Abstract: The real crisis in the world is not in the *financial economy* and its current state ... but rather, the crises in *Nature’s economy*. Moreover, we are not providing our children with the educational foundation for developing critical thinking and ethical decision-making skills, particularly with regard to these serious long-term ecological challenges.

Directly related to these crises in Nature’s economy is the fact that for the most part sustainable livelihoods do not exist in our very artificial conventional economic systems. Our current (and past) economies, and most of our livelihoods that come from these socio-political/economic systems, are destroying soils, water, the air we breathe, and the climate which sustains life--and these unsustainable livelihoods are doing away with the organisms and their ecological communities with which we as humans must associate for quality life.

We need comprehensive and intensive long-range plans of action which would involve small neighborhood and rural schools—with separate elementary, middle school and high school campuses placed side by side, and in concert with “the Land” and “Nature”. Such ecologically-sound school systems can help to realize sustainable livelihoods for local communities and the world ... livelihoods which involve some of the following:

-Educated holistic and ethical decision-makers;

-Folk who dedicate their lives to focusing on the poor as recipients of appropriate quality education, knowledge, franchisement, empowerment, power, and resources;

-Teachers of reading, writing and arithmetic who are striving to meet our local and global challenges within a holistic, participatory/hands-on, site-based curriculum of applied ecology;

-Folk in all disciplines and roles in life who are **Positively Ethical Applied Community Ecologists** and who live light on the Land;

-True PEACEmakers!

The Hybrid Online Course: Best Practices

Bio: **Virginia E. Garland, Ph.D.**, Coordinator of Graduate Programs in Educational Administration and Supervision, The University of New Hampshire

Abstract: “Leadership in a Transforming World,” the title of this year’s annual conference of the Society of Educators and Scholars, is a fitting tribute to Dr. Leslie Evans. She was a leader in the use of technology to improve education globally. This proposal is one extension of Dr. Evan’s research interests. It is focused on how future, multinational students can effectively engage in distance learning through the recent advances in wireless and web-based technologies as well as engage in learning communities with fact to face contact with their teachers and peers.

Research on best practices in online education indicates that the hybrid online course, in which there are both person-to-person and Internet based classes, is the most effective way to teach online. Secondary level students, as opposed to college learners, may need more direct contact with counselors, teachers, and their peers during their high school years. Although advanced placement students may be motivated to excel academically online, they can become isolated and uninvolved in team activities, such as sports and plays. On the other side of the spectrum, potential dropouts are even more likely to become isolated and unmotivated in their online credit recovery courses.

In addition to the evaluation of secondary level “cyber-courses,” there will be a brief review of two models of best practice in hybrid online course formats on the university level. The presenter will analyze the strengths and weaknesses of the hybrid format she put in place for two courses at the University of New Hampshire: an undergraduate level course for pre-service teachers, “Education Structure and Change,” and a graduate level course for pre-service administrators, “Human Resource Management in Education,” at the University of New Hampshire.

In this interactive paper presentation, the author will engage the participants by exhibiting the BlackBoard teaching tools she integrated in her own teaching and highlighting the recent research findings on the hybrid

online model of course delivery systems for both secondary and post-secondary education. Selected online learning tools to be reviewed include the most recent advances in technology, such as discussion boards, blogging, tweeting, and streaming videos. In addition, practical considerations for online course management, assignment delivery options, and assessments will be analyzed. Finally, the presenter will review new legal issues with use of YouTube, streaming videos and other resources, which may have copyright protection. There will be ample time for questions and answers as well as participants' discussion of their own online teaching experiences.

Digital Policing: Will Academic Integrity Trump Academic Freedom?

Bio: Michael J Moody, Ed.D, Texas A&M University—Corpus Christi

Abstract: Academic integrity is a serious issue. The trend toward ubiquitous access to the Internet, and advances in word processing capabilities appears to have enhanced the ability to engage in various forms of academic dishonesty—especially plagiarism.

Plagiarism detection software programs, such as Turnitin.com seem to deter plagiarism; however, software programs, such as Turnitin.com, appear to have serious structural and performance problems. For example:

- **Reliability and validity are both suspect,**
- **There are legal and ethical issues,**
- **There are pedagogical issues,**
- **There are professional relationship issues, and**
- **There are governance issues.**

The mandated use of plagiarism detection software programs, such as Turnitin.com as a policing and control mechanism only serves to amplify the technical and principled shortcomings of the software program. Additionally, administrative mandates requiring the use of plagiarism detection software are an infringement upon, and a growing threat to, the principle of academic freedom.

A Mystery in the Ancient Fields: A Conversation on the Global Crop Circle Phenomena

Bio: Jonathan Paul de Vierville, Ph.D., MSSW

Abstract:

"Every historian --sometimes unconsciously, but always inevitably -- must have put to himself the questions: How long could such-or-such an outworn system last? He can never give himself less than one generation to show the full effects of a changed condition. His object is to triangulate from the widest possible base to the furthest point he thinks he can see, which is always far beyond the curvature of the horizon."

Henry Adams

This paper and visual presentation will explore a recent global trend, worldwide wonder and planetary phenomena that continues to mystify far beyond both scientific understanding and intellectual comprehension, despite three decades of field research and laboratory studies.

Commonly identified by mainstream media and tagged by the www as “Crop Circles” the genuine phenomena is something wider and deeper than the complexly designed and sacred geometric images of circles, squares, triangles, 3-D precise patterns appearing overnight in living fields of grain crops.

Each year since the late 1970’s (but historically as far back as 1678) numerous unexplained geometrical images, forms, symbols and patterns have appeared regularly during late spring and summer season (April – October) in domestically planted crop fields around the world and especially in England, Europe, South and North America. To date over 10,000+ formations have been reported and recorded.

Frequently these exactly designed Field Formations are directly deployed on or near pre-historical and ancient cultural sites including earthen mounds, stone circles and long barrows.

Attached are three photos of formations that appeared in England earlier this summer near Old Sarum, Stonehenge and Wilton Windmill (this contain Euler’s Identity in ASC code) respectively.

I personally visited each of these formations and spoke with on-the ground and in-the-air researchers investigating what appear to be artful landscape artifacts whose origin, design and delivery continue to perplex even the most astute researchers.

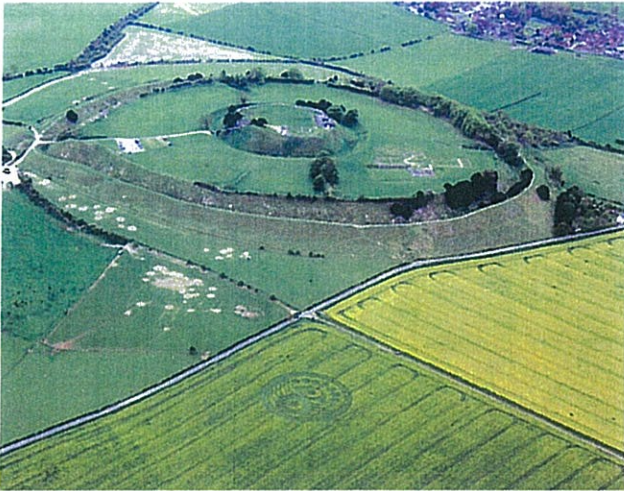
“Crop Circle” –that is: “Sacred Geometrical Field Formations” may be an unusual topic to consider at The Society of Educators and Scholars. No doubt this will be the first time. Yet, from the larger global perspective along with the interdisciplinary research promoted by The Society, these wonderful Earth Mysteries and Great Global Trends certainly are an appropriate topic, especially when considering them within the wide range of cultural categories like innovation, education, environment, ethics, social sciences and especially new ideas. Fully considered, these unexplained mysteries and the evolving Crop Circle Field Formations could touch each category in some way or another.

After a brief introduction including a brief historical background, current information, contemporary ideas and several hypotheses of the unexplained phenomena will be explored from four points of view:

- Aesthetic & Artistic
- Scientific & Intellectual
- Social-Political & Relational
- Spiritual & Imaginal

In short, the Art, Science, Politics and Religion will be the directional points of a global compass that hopefully will lead towards a 5th and integral perception with holistically conscious understanding.

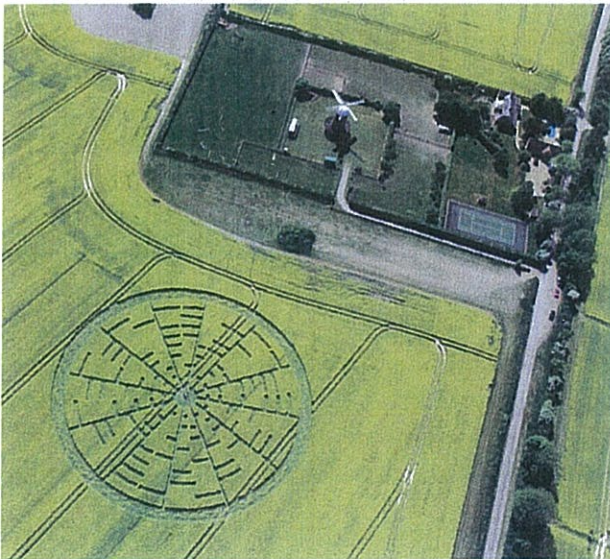
The presentation will include images, data, information and results from some of my own as well as others recent search, research and teaching experiences with, into, around, below and above this unsolved mystery.



Old Sarum



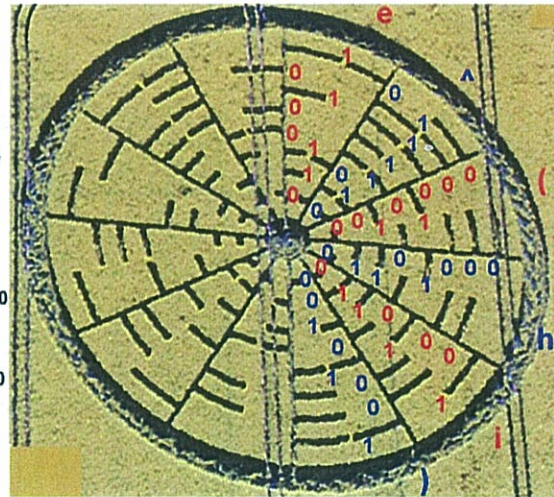
Stonehenge



Binary-
ASCII
coding at
Wilton
Windmill
on May 22,
2010

Crop
 $e^{(hi)\pi i}=0$

Euler
 $e^{(i)\pi i+1}=0$



Implementing Curricular Consistency in a Global Academy

Bios:

Dean Benjamin Akande Ph.D.

Peter Maher Ph.D.

Janet Kourik Ph.D.

Abstract: An increasing focus on accreditation exists or is emerging in all regions of the world including US, Europe, Latin America, and Southeast Asia. The globalization of accreditation provides strong motivation for the academic community to implement and improve both curriculum and assessment systems. Achieving accreditation requires exceptional leadership and centers on ensuring the quality and consistency of curricula. We address a key step toward accreditation and assessment, namely the problem of ensuring the consistency of course content offered at sites around the globe. Evidence is based on six years of experience implementing a successful knowledge management system (KMS) with a primary goal to support consistency in curricula at all worldwide locations.

With multiple campuses throughout the world and over 1500 practitioner faculty, Webster University's global profile poses many substantial challenges in terms of both leadership and academic consistency. Webster recently obtained specialized business accreditation from the Association of Collegiate Business Schools and Programs (ACBSP) as well as institutional re-accreditation from The Higher Learning Commission (HLC). Achieving these accreditations was the result of a long, six year process in which the cultural essence of the school was enhanced to accommodate modern-day academic standards. Through this process we encountered numerous challenges, many of which initially appeared to be overwhelming. However, with sound leadership, and the support of faculty and administration, obstacles were successfully overcome.

Within the School of Business and Technology, the Consistency Project was initiated to address the problem of ensuring that curricula are communicated clearly to instructors worldwide. Comparable coverage in courses, regardless of location, had to be cultivated while still allowing for the academic freedom of faculty. Further, communicating educational expectations, information that is generally far less structured than specific curricular content, is even more difficult achieve in a global environment.

A web-based KMS was implemented to manage structured information about courses and programs, as well as the tacit knowledge drawn from instructor experience over many years. This system promotes delivery of consistent course material throughout the world, enabling faculty members to prepare for courses and set both personal and collective goals. Further, the KMS supports assessment and accreditation efforts and observance of curricular guidelines.

Our efforts toward consistency and accreditation have yielded a highly consistent, quality set of academic programs being delivered throughout the school. Further, the culture among both faculty and staff at Webster is now more supportive of assessment and of accreditation.

In this paper we described the Consistency Project, provided details of the web-based KMS, and identified key benefits of these efforts. During our presentation we shall elaborate on those benefits and share reviews of the system received from accreditors, faculty, and university administration. We hope that other institutions can learn from our voyage, and that the academic community as a whole will benefit from our solution strategies.

Obamacare: An Ethical Analysis of His Leadership and The Health Reform Initiative

Bios:

Lamar Odom, J.D., M.S., Associate Professor-School of Business and Leadership, Our Lady of the Lake University

Amina Valley, PhD, MBA, Adjunct Professor-School of Business and Leadership, Our Lady of the Lake University

Richard Mays Owen, PhD, MBA, Leadership Consultant

Phillip M. Burrell, MHA, Texas State University

Abstract: For more than four decades the healthcare industry has been plagued with three primary areas of concern: access, quality, and cost. Several incremental measures have been taken by Congress to address these issues. In the mid 70's the Health Maintenance Organization Act (HMO) was passed during the Nixon Administration in an effort to curtail costs. During the Reagan Administration hospital and physician Medicare reimbursements were reformed as diagnostic related groups (DRGs) under the prospective payment system and became the new norm for paying for healthcare services. However until the recent passage of the Patient Protection and Affordability Healthcare Act (PPAHA), commonly referred to as Obamacare, all efforts at comprehensive change have failed. Obamacare is the most sweeping piece of social legislation passed since the promulgation of the Social Security Amendments in 1965 established Medicare and Medicaid. Although President Obama was not the first President to attempt to make universal healthcare a national policy in the United States, he was the first to succeed. During the year long process in which healthcare reform was on the national agenda it renewed the debate of whether healthcare is a right or a privilege. The media coverage surrounding the healthcare reform initiative ranged from in depth analysis of complex facts to misrepresentations, and unreasonable inferences regarding death panels. In spite of all of the distractions, President Obama's vision and determined leadership persevered and the bill was passed and signed into law. Was the President acting ethically and exercising moral leadership or was he abusing his power to promote social policy inconsistent with his followers? This article explores President Obama's leadership style during passage of this major and controversial piece of legislation. Specifically it addresses the historical development of healthcare reform in the United States, provides an ethical analysis of President Obama's leadership, and the health reform initiative.

Blended Learning Communities

Bio: Chester Tadeja, Doctoral Student, Adjunct Professor at University of La Verne.

Chester Tadeja has spent the past 15 years as a secondary high school teacher. Currently, he is teaching technology to underprivileged children in the Pomona Unified School District at Village Academy High School where President Obama recently came to visit. Chester is currently working on his doctorate degree at Pepperdine University and also serves as an adjunct professor in the education departments at the University of La Verne and Cal Poly Pomona.

Abstract: The emergence of blended learning communities has provided another way for students to learn and thrive especially in today's technologically-driven world. Blended learning can be a combination of several pedagogical approaches and yet the learning can look like many different things. But what does

the future hold for blended learning? What new challenges and emerging roles are on the rise with this kind of technology? What has been seen lately and how does this affect the classroom of tomorrow? Does blended learning bring us closer as a true global learning world or does it draw us farther away by providing an easier route for students? Are there ethical issues to consider? My presentation will explore some of these questions as I reveal the latest in blending learning communities at the secondary level. I will also describe some of my own experiences in blended learning communities and how technology has propelled collaborative learning efforts of both students and teachers. Finally, assessment will also be considered and how its utilization in forums, project-based learning and self-test provided success in pedagogical concepts of blended learning. This paper will share experiences and lessons learned.

Virtual Mentoring for Pre-Service and Practicing Administrators: An Innovative Approach to Leadership Development

Bio: Dr. Raul Prezas:

Raul R. Prezas earned his doctoral degree from Texas A&M University Corpus Christi in 1995 in Educational Leadership.

Dr. Prezas dedicated more than 30 years to K-12 public education, and has been both a special education and regular classroom teacher. For 21 years, Dr. Prezas was an administrator who covered a wide range of campus, central and regional supervision. Dr. Prezas has been an assistant principal and a principal in both elementary and secondary settings.

Dr. Prezas has been a central office administrator where he has served as an assistant superintendent and interim superintendent.

For five years Dr. Prezas was The Associate Director for Teaching and Learning at Education Service Center Region II, where he supervised special programs and special education.

Dr. Prezas is currently a professor and department chair at Texas A&M University Corpus Christi in the Department of Educational Administration and Research. Dr. Prezas teaches classes in School Finance, Curriculum Supervision, Internships, Principalship, and Multicultural Education.

Dr. Prezas has made numerous presentations in several topics that include Special Education and inclusion, sexual harassment, campus discipline and planning and decision-making, and is often consulted in matters involving educational leadership and school board issues.

Dr. Prezas is married and has two sons.

Dr. James K. Walter:

Dr. Walter has been a superintendent in Ohio and in Massachusetts before coming to Texas A&M--Corpus Christi in 1996. He is Professor of Educational Administration, and oversees the Superintendency Program. With more than 40 years of service, Walter has served at all levels as teacher, assistant principal, junior and senior high school principal and in central office administration.

He received his doctorate in educational administration from Ball State University, and he has written extensively--more than fifty articles and books-- on the superintendency and on superintendent/ board relationships in such educational journals as *The Executive Educator*, *Board & Administrator*, *The American School Board Journal* and *Texas Lone Star*. In 1997, he coauthored the book *The School Superintendent: The Person and the Profession*, which went into its 2nd edition in 2003; and most recently, *Case Studies for School Leaders*.

Abstract:

The job of administrator can be lonely to the novice who enters the position filled with uncertainty, feelings of isolation, and even inadequacy. To assist in a smoother transition and to offer a "safety net" for beginning, and even experienced, administrators, the members of the department of educational administration have implemented a virtual mentoring system that strives to anonymously assist and advise pre-service and practicing administrators with their questions, concerns, issues and problems. Using a database of questions generated from inquiries, the members of the department are also incorporating this feature to assist in the teaching of our pre-service administrators and intern students as part of a practical, timely and real-world component necessary in today's rapidly changing environment. This mentoring program is a "second generation" of mentoring that has its roots dating back two or three decades. Indeed, mentoring has become an integral and critical piece not only of new personnel induction, but also for professional development for school district personnel. And though mentoring has a distinguished reputation for an effective means for providing and enhancing professional growth opportunities, we have found that traditional approaches to formal, "first generation" mentoring activities have proved to be limiting and restrictive. Prior to the advent of internet technology, and the capacity for rapid electronic communication, mentoring programs were hampered by issues of time and place. However, advancements in communications technologies hold immense potential for expanding personal and professional activities in the areas of: mentoring, coaching, and even professional networking. We are pleased with our program because it is one of a very few who specifically target educational administrators.

Sweet Victory

How William C. Davis Invented Ice Cream

Genres: History of Science and Technology/Diversity

About the Author: Jeanette Nyda Mendelssohn Passty, Ph.D. is Associate Professor of English at St. Philip's College in San Antonio, Texas and a recipient of her college's 2003-2004 Teaching Excellence Award, as well as the 2003 NISOD Medallion for Excellence in Teaching and Leadership from The University of Texas at Austin. She was a contributor to a biocritical encyclopedia that remains a standard library and online reference, *American Women Writers: A Critical Reference Guide From Colonial Times to the Present* (Ungar, 1982, 1995); author of an American Library Association "Out-standing Academic Book of 1988-89," *Eros and Androgyny: The Legacy of Rose Macaulay* (Fairleigh Dickinson UP/Associated UP); and annotator of Alice Crawford's *Paradise Pursued* (Fairleigh Dickinson UP, 1995). Editor-in-Chief of SPC Press, author or co-author of several scholarly works—including two forthcoming books from Texas A&M UP and Routledge—and a frequent presenter at national and international conferences, Dr. Passty has also received the Katherine Anne Porter Award (1999) for her short fiction.

Abstract

William Conan Davis (b. August 10, 1926) is the African-American research chemist credited with discoveries leading to or improving numerous amenities we take for granted, among them the potato chip, the instant mashed potato, soft serve ice cream, the glue that holds together wood-chip wood, “K-“ or “Kinetic Water” (marketed in Davis’s formulation as Dasani drinking water), the mail order laboratory processing of body fluids and tissue samples, innovations in endocrinology and toxicology, and the accessibility of alternative medicine. A true “Renaissance Man,” Dr. Davis has also been a musician, theologian, soldier, scientist, inventor, professor, and exponent of “the parallel universe,” the heretofore unrevealed “alternative reality” of Blacks and their (often clandestine) friends and supporters living in the Deep South during the era of Segregation.

Formative influences on Davis are explored in this study. They included his maternal grandfather, Jonnas Franklin, a full-blooded Sioux Indian who farmed and hunted near Homerville, Georgia on the edge of the Okefenokee Swamp. During boyhood summers spent on their grandfather’s farm with his older brother Kenneth, Davis observed firsthand how, “An Indian is a natural ecologist, without formal training.”

The seemingly exponential growth and the cultural impact of the early 20th Century technical innovations in the rural South is also considered. While William was growing up, his family lived successively in the Georgia towns of Cogdell, Homerville, Waycross, and Valdosta, where his father Kince Davis, a self-taught herbalist and self-made entrepreneur, built a railway to meet the growing needs of industry, designed and constructed three churches, manufactured and distributed his own patent medicines, opened the first pharmacy—with an ice cream parlor and a telephone—and created an HMO for Blacks. This study, a transcription and recession of field notes from biweekly interviews conducted with Dr. William C. Davis from 2008-2010, presents some episodes depicting his extraordinary metamorphosis, from a barefoot country boy severely disadvantaged by the primitive conditions of his region and his day, into one of the giants of industrial, agricultural, pharmaceutical, and environmental chemistry.

Carbon Outsourcing: How non-uniform regulations of carbon dioxide emissions will result in eco-colonialism.

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Abstract.

Carbon dioxide and other greenhouse gas emissions are changing the Earth's climate, intensifying climatic events, and affecting biodiversity throughout the world. Climate change is a global problem needing a global solution. Last year at the United Nations Conference on Climate Change in Copenhagen, many countries broke from a binding international agreement vowing to look within their own borders to reduce environmental impacts without sacrificing economic growth. Trying to create an international system of rules and accountability to mitigate carbon dioxide broke the world into two groups, the developing and the developed nations. These two groups crippled the Copenhagen talks, resulting in non-binding promises. Developed countries argued that growth in carbon dioxide emissions in the next century would originate from developing countries. Developing countries looked towards the past to see developed nations as responsible for historic emissions, which resulted in the current peril. These arguments did not take into account the effect of international trade on carbon dioxide emissions and the future of the world economy. The growth of interdependencies of global markets has created developing economies that emit carbon dioxide making products for developed countries. Today, over a third of carbon dioxide emissions associated with consumption of developed countries are emitted outside their borders in developing nations. This process is known as carbon outsourcing and climate change regulation will lead to its increase. Looking at histories of other environmental controls in developed nations, future regulations on carbon emissions will result in further abuses of developing countries weak regulations in the name of economic development. Where carbon dioxide emissions occur does not lessen the risk of climate change. Non-uniform regulation of carbon emissions will not mitigate climate change; it will move carbon emissions to other part of the world. Further more uniform regulations of carbon dioxide emissions will make carbon dioxide into a commodity. This will turn carbon into a resource that will be exploited globally. The question that must be examined before the upcoming Climate Change Conference in Cancun is, how do we globalize while mitigating environmental impacts?

Utilizing Four Change Models as a Lens to View a Change Master for a Transforming World: Steve Jobs

Bios:

Dr. June Schmieder-Ramírez: Dr. Schmieder-Ramírez is a professor at Pepperdine University. She teaches in the Organizational Leadership Doctoral program. Her background includes publication of three Textbooks including *School Law: A California Perspective*, *School Personnel: A California Perspective* and *School Finance: A California Perspective* published by Kendall Hunt.

Her other research interests include analyzing issues regarding a social, political economic and legal model based upon the earlier work of Kurt Lewin. She also works with dissertation students on appreciative inquiry and its role in intercultural sensitivity. This work is reflected in her interests regarding developmental models based upon ethnocentrism and ethnorelativism based upon Bennet's work, (1993).

Dr. Laura Hyatt

Farzin Madjidi, Ed.D., Professor of Leadership, B.S., M.S., California State University Northridge; M.B.A., Ed.D., Pepperdine University. Pepperdine University since 1995.

Dr. Madjidi has held management positions with the city of Los Angeles and Matrix Capital Associates, Inc., and has been a consultant to such organizations as Kaiser Permanente, British Petroleum, AT&T, Federal Express, SWRL, and Psychometrics, Inc. He has received outstanding teaching awards from the Pepperdine University's Graduate School of Education and Psychology and Graziadio School of Business and Management. He has published several articles in the areas of organizational leadership and effectiveness in the nonprofit and public sectors and learning in virtual environments. Dr. Madjidi presently serves as the director of the doctoral program in Organizational Leadership.

Abstract: One of the most intriguing science fiction tales is called *The Puppet Masters* by Robert A. Heinlein. In the novel, mind-controlling parasites seek to control the citizens of the United States. Many leaders consider charisma and strong direction to be essential to leading in a "flat world." However, it is the leader who understands the nuances of change theory who truly is in control of the "global landscape."

The purpose of this paper is to look through the lenses of four change models to observe the actions of a Master ChangeMaster: Steve Jobs. Mr. Jobs typifies the ultimate leader who knows how to make change. In the 1970s, Jobs, with co-founders Steve Wozniak and Mike Markkula developed one of the most successful companies of all time: Apple.

The paper utilizes four change frameworks selected by the authors including: Wheatley's complexity theory, which looks at complex change; Brown and Duiguid's community of practice model, Higgins' Seven "S" change model and Kotter's eight step change model.

Complexity theory is selected because of its relevance to working with and leading professionals. This theory views the world in terms of a system rather than a linear approach.

Communities of practice are a way of understanding how knowledge and practice creates firm value. The innovative products such as the IPHONE and IPAD illustrate communities of practice.

The Seven "S" model of change can help us understand the value of Apple in the dimensions of strategy, structure, systems, style, staff, shared values and resources.

Kotter's eight steps of change indicate how Steve Jobs uses these steps to move products through the company to completion.

Mr. Jobs' image as the Silicon Valley master entrepreneur and his health challenges as well as leadership of Apple provide the perfect way to use these four change models to view dynamic leadership in a "transforming world."

Communication, Community, and Authority in the Online Classroom

Bios:

Lisa Gerardy has 13 years teaching and administrative experience in higher education. She earned her Bachelor's degree in English at Florida International University in Miami, FL. Lisa went on to earn her Master's degree, also in English, at Fort Hays State University in Fort Hays, KS. She has taught a variety of K-12 and college-level English courses throughout Florida and online. Lisa has also coordinated tutoring programs at on-ground schools.

Currently, Lisa Gerardy is the Writing Center Specialist at Kaplan University. Previously, she was chair of the Composition Department in the college of Arts and Sciences at Kaplan University, where she enjoyed assisting her faculty in providing the best education possible for Kaplan students. Lisa thinks that Kaplan students are motivated learners who frequently overcome many obstacles to earn their degree, which is why she enjoys working with Kaplan students and faculty.

Kate Stephenson earned a BA in English from Duke University and a MA and PhD from the University of Virginia, where she also directed the Writing Center from 2001-2002. Kate has presented papers and published on Sylvia Plath, children's literature, and pedagogy. She taught as an adjunct professor at Trinity University before becoming a part-time faculty member in the Composition Department at Kaplan University. This fall, Kate will join the Humanities Department at Kaplan, where she will again focus on literature and the twentieth century.

Stephanie Lewis Thompson earned her MA and PhD in English at the University of Tennessee, Knoxville and a bachelor's degree in English from Duke University. In 2002 she published *Influencing America's Tastes: Realism in the Works of Wharton, Cather, and Hurst*. She is currently a full-time faculty member for the Composition Department in the School of General Education at Kaplan University.

Abstract: Teaching in an online environment proves both exhilarating and challenging, as administrators and professors struggle to navigate the tension between establishing authority and creating community in a virtual world, where students and instructors never meet face to face. This panel will discuss the ways in which administrators and faculty negotiate these sometimes tenuous boundaries. Just like their traditional counterparts, Kaplan University faculty are encouraged to create a sense of community in the online classroom in order to make students feel at ease and to keep them engaged in weekly class meetings. Department Chairs and Faculty Mentors assist faculty by sharing their own best practices, modeling community building, and using a collegial communication style, especially when delivering disappointing information. Administrators must also find creative ways to foster communication and support between faculty members.

Online learning affords students many advantages, including flexibility and accessibility, but the physical isolation of virtual education means that we must work even harder in the classroom to forge relationships with and between our students. Without the luxury of facial expressions, body language, or movement, we rely on the written word to communicate. For most professors, this means using a variety of methods to build relationships, while constantly negotiating the sometimes slippery boundaries between student and professor. In a world in which we are never seen and only sometimes heard, it can be challenging to encourage and motivate students, while also establishing authority in an institution without hallways and buildings.

Faculty members must also consider the tension between community and authority when encountering ethical challenges, whether in the discussion board or in conversations with students about their work. Managing the debates in the on-line environment can be precarious. Students may misread another's intended message in a discussion post, and without the immediacy of the face-to-face classroom debate, instructors bear the burden of handling these debates and easing any tensions that arise. Furthermore, one-on-one conversations with students about academic ethics, particularly plagiarism, are complicated because the option of inviting a student into one's office to ask questions about a potentially plagiarized paper is not available. Faculty must write to the student, or perhaps schedule a phone call, to deal with a situation that is often emotionally charged, and they usually face hostile reactions from students who do not fully understand what plagiarism is and why it can result in failure and expulsion. Preparing for these confrontations in the on-line classroom is vital. Every aspect of teaching and administrating in the online environment is colored by the tension between community and authority.

Effects of High School Violence

Bio: Captain Kaka Echere, College of Health and Social Services, New Mexico State University.

Abstract: There has been increase report of violence within the school environments. Such violence acts results to harm for students as well as teachers. Little is known about the government's efforts at all levels and the efforts of the school districts in controlling the ever increasing violence in our school systems so as to provide safety to our teachers and students. To address this safety issues require the use of holistic concept of nursing approach which calls for Betty Neuman's system model concept of nursing practice. This model offers a systemic holistic view of the client system. Embodied in this Neumen's system model is the concept of an open system, environment, stressors, prevention and reconstitution of patient's wellness whereby patient care centered on the whole person and the environmental factors that influences patients well being at any given time (Creasia & Parker, 1996).

The Neuman's system model concept views patient as an open and holistic system which constantly interacts with family, community, groups and social factors (Ross & Bourbonnais, 1985). The patient's system does not exist in isolation, but its existence is influenced by the composition of other intra, inter and personal factors such as developmental, spiritual, physiological, psychological, socio-cultural factors (Tomey & Alligood, 2006) which are interrelated factors and they determines the extent of influence the patient's system have with its interactions and reactions in the environment. The use of Primary, Secondary and Tertiary prevention embodied within this system fits very well in the intervention and management process when dealing with violence in our school system.

**Richard A Kruse, Ph.D., President
Society of Educators and Scholars**

**Freedom of Thought and Expression in American Higher Education:
A Case Study**

Bio: **Richard A. Kruse**, is President of the Society of Educators and Scholars and Professor Emeritus of Social Sciences at Fairleigh Dickinson University. He has taught at New York University, Princeton University and the State University of New York. He remains active through his leadership of the Society, publication, research and cultural affairs through the American Council of Trustees and Alumni, the Heritage Foundation, the John Locke Foundation and other scholarly and philanthropic groups.

Richard Kruse is author of over sixty major publications. The cover three principle areas: historical studies, public affairs and education. His ground breaking studies of Prester John, entitled the *Ignis Fatuus Factor*, examined the phenomena of non-existent historical characters who left extensive historical records. In public affairs, his ethical analyses of ethical questions arising from surrogate parenthood caused the New Jersey Supreme Court to curtail the practice and removal a sitting judge from the bench. His historical studies of American education examine the 50-year critique of teacher education, causes of the failures of public schooling, and the necessity of rapprochement between the critics of public schools and the public school establishment. He is presently occupied in the translation, from ancient Greek, of the recently decipherable papyri from the library of Lucius Calpernicus Piso in Herculaneum.

Some of his honors and awards include the New York University Founders' Day Award, Cambridge University citation as a Leading Scholar of the 21st Century, Fairleigh Dickinson Distinguished Teaching Award, and the SES Lifetime Achievement Award

Abstract: Freedom of thought and expression are the bedrock of higher education. Free thought and expression are dependent on choice between competing alternatives; otherwise there is merely advocacy or preaching of a prescribed point of view. The American Association of Colleges and Universities states "in any education of quality, students encounter an abundance of intellectual diversity." In 1940, the American Association of University Professors (AAUP) wrote in its Statement of Principles that faculty "should be careful not to introduce into their teaching controversial matter which has no relation their subject." Yet, despite these hollowed principles, there is evidence that many (some say most) college professors present one side of controversial issues, advocate their personal political views to the exclusion of others, comment on political matters outside the scope of the course, and rule certain topics and viewpoints off limits.

This presentation presents a representative sample commissioned by the American Council of Trustees and Alumni and conducted by the Pert Group of the University of Minnesota in October 2009 of four aspects of intellectual diversity: (1) offering different perspectives, competing ideas and alternative claims to truth; (2) teaching students to think critically; (3) providing a safe environment for students; and (4) ensuring professional responsibility in the classroom.