

“Most of the students

who come through my course will never take another psychology course, and I have to be thinking about ‘what am I going to give them that’s going to make the difference in their life?’ This is the only shot I have.”

David E. Goss
Associate Professor
of Psychology



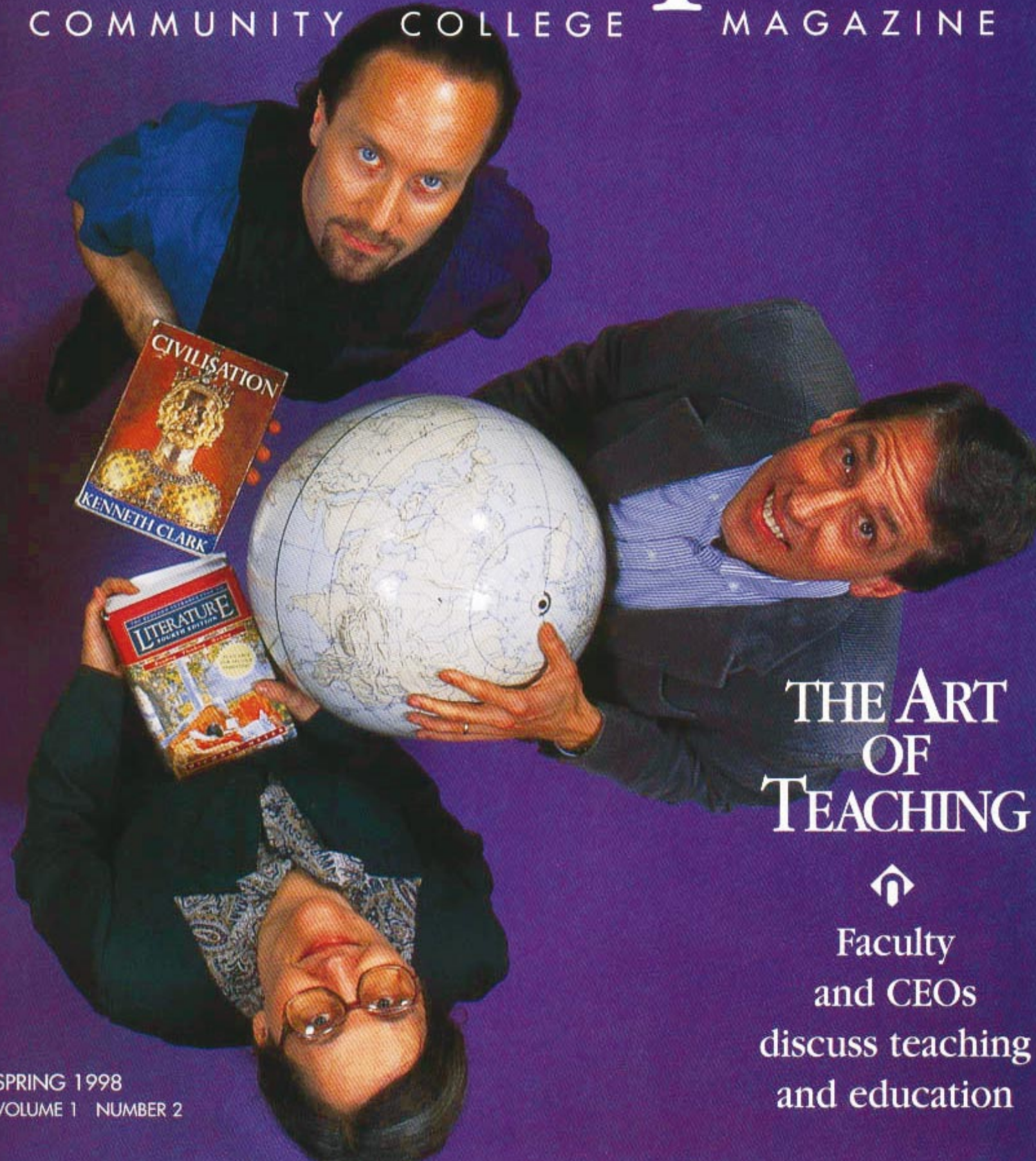
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Northampton

COMMUNITY COLLEGE MAGAZINE



THE ART
OF
TEACHING



Faculty
and CEOs
discuss teaching
and education

SPRING 1998
VOLUME 1 NUMBER 2

Dear Reader,

This College is dedicated to educating people to live productive and useful lives, so I'm sure that no one will be surprised when I say that creative, caring teaching is central to the successful fulfillment of our mission. And, thankfully through the years, this College and its students have been blessed with hav-



President Kopecek sat in during the Q&A discussion "What makes a good teacher." See inside back cover for students' answers.

ing many outstanding teachers on staff. This issue of the magazine will feature a number of our faculty discussing what they think and feel about how and what they teach. Some of you may have been privileged to have taken a course or two with one or more of them.

During our school days, some of us were fortunate to have had a teacher like them -- teachers who made a major difference in our lives. Instructors or mentors who inspired us, fired our interest, or gave us direction that changed the direction of our lives.

I was fortunate to be touched by two such people: Miss O'Brian, a high school social studies teacher, whose love of history and teaching rubbed off on me, and a professor of English literature, whom I never had in class but who stimulated me to become a reader. I value the time and concern that these two superb teachers expended on me.

Current research is reinforcing the old truth that people learn in different ways, using a multitude of learning styles. That research is also clearly revealing that teaching that can accommodate different styles of learning is even more difficult to master than was previously understood. These professors do it successfully, and they make a difference in the lives of their students.

I trust that you will find the conversations with these distinguished teachers of interest, knowing that they have collectively touched the lives of thousands of students. We are indeed fortunate to have them at Northampton.



Shown on the cover are a few of the faculty members who shared their insights on the art of teaching (see story on page 6). They are pictured here with icons they selected to represent their discipline. Clockwise from bottom left: Anita M. Dickson, assistant professor of business administration; Salvador Espinosa, assistant professor of biology and chemistry; Dr. Harold Weiss, assistant professor of philosophy; Dr. Douglas E. Heath, professor of geography and geology; Dr. Deborah M. Averill, associate professor of English.



Northampton

Volume 1 No. 2

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HAPPENINGS

APRIL

30 Student Awards Convocation

MAY

1-15 Gallery Show featuring works by NCC's Fine Arts majors

2 Concert by the NCC Community Chorus

3 Family Day Expo

8 Radio/TV Program Reunion & Videofest Banquet

11 Concert by the Collegiate Singers

26 First Summer Session begins

27 Commencement

JUNE

22 Opening day for Camp Northampton & summer programs for elementary & secondary school students

JULY

1 Second Summer Session begins

For additional information, call the Information Center at 610-861-5300.



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What government, society, and NCC faculty members believe makes a good teacher.



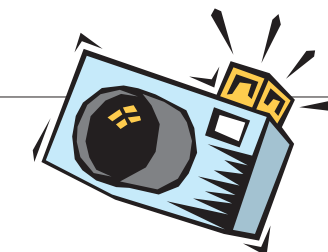
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You've seen them on the X-Games — now see them in person: The GT Airshow brings world-class BMX freestyle stunt riders to NCC for this year's

FAMILY DAY EXPO
Sunday, May 3
Noon-5 p.m.



And there's more: Skydivers - Music by the Armadillos, Crazy Heart & the Walt Groller Orchestra - Ethnic Dancers - Snakes - Raptors - Living History - Magic Circus - Rides - Food - and Displays & Performances by Students from the Easton Area School District.



Kudos on Premier Issue

I was at the College yesterday to attend Dr. Kopecek's luncheon and to hear highlights of the College's progress over the past 30 years. While I was there, I picked up the premier issue of the Northampton Community College Magazine. I just wanted to compliment you and your staff on producing a first-class publication. The magazine reflects extremely well on the College and you should feel very proud.

Keep up the great work.

Peter C. Carpino
President, United Way
of the Greater Lehigh Valley

Congratulations on the premier issue of the beautiful and tastefully arranged

NCC Magazine. I found every word interesting, cover to cover.

I was particularly impressed with Professor Dennis Ebersole's participation in a project with NASA scientists and engineers in developing classroom projects for students. The chronological history of NCC contained many wonderful surprises, such as the 1974-75 highest graduation rate of any community college in Pennsylvania; the 1990-91 international student exchange program with China and Russia; and the 1994-95 student and faculty trip to Paris. I was proud of NCC before, but now my seams are bursting! The student profiles are interesting and inspirational. They illustrate the "lift" education gives to many lives.

Thank you for my copy. I am very happy to have it.

Olga Butchko '95

Thanks so much for sending me an advance copy of the new Northampton Community College Magazine. You all did a great job. The magazine's style is light, and the articles are pointed and colorful.

Best of luck and success in '98.

Tom Tenges
Assistant Vice President
The Woodring-Roberts Corporation



Northampton Community College Magazine welcomes letters from readers. Mail can be sent to us at: Northampton Community College Magazine, c/o Marketing and Publications Office, 3835 Green Pond Road, Bethlehem, PA 18020. FAX: 610/861-5397; email: jca@mail.nrhmc.pa.us. Letters are subject to editing for style and space limitations.

Study Abroad with NCC

England, France, Germany, Italy, and Costa Rica

are the destinations featured in NCC's international study program this summer. Each trip will combine educational lectures and sightseeing opportunities at such places as the Globe Theatre in London, the Eiffel Tower in Paris, the Piazzale Michelangelo in Italy, and the

Braulio Carillo National Park in Costa Rica. The general public and students at other colleges and universities are invited to participate either to earn college credits or for personal enjoyment. Four of the five trips will be led by faculty members from NCC. For more information, call Professor Alice Dornish, facilitator of international education at NCC at 610/ 861-5396.



James Dean Topic of Paper

Using rarely seen footage from early '50s television shows, Dr. James A. Von Schilling, Professor of English, presented a paper titled "James Dean on Live TV." Dr. Von Schilling addressed the American Culture Association at its annual conference in Orlando, Fla., this spring.

"On these shows, we see an extremely gifted actor learning — or even honing —

his skills," Von Schilling says. "We also see the James Dean image — moody, rebellious — showing up even before the movies."

Dean appeared in three movies before his death in a car crash in California in 1955. Von Schilling showed television clips from 1952 to 1954 of Dean in old television shows such as "Kraft Television Theater" and "Studio One." Von Schilling obtained the footage through private collectors and catalogues.

"Most people don't know James Dean was on television,

(continued on next page)

President Kopecek Recognized for Economic Leadership

NCC President Dr. Robert J. Kopecek became the first person to receive a new award established by the Two Rivers Area Chamber of Commerce to recognize leadership and achievement in economic development. Dr. Kopecek received the honor on March 6 at a luncheon sponsored by First Union Bank.

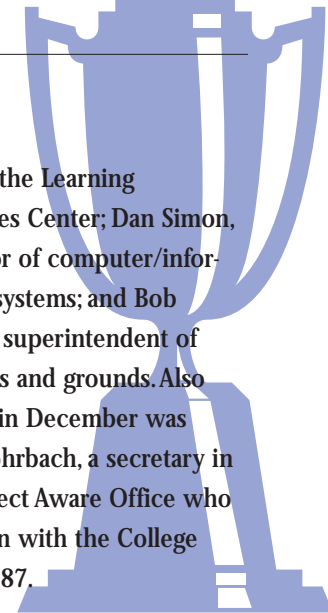
Dr. Kopecek believes strongly that community colleges should be "the engine driving economic development" in their regions. Under his leadership, the College's Center for Business and Industry provides training for more than 500 employers each year. The establishment of the Electrotechnology Applications Center, a cooperative venture with Pennsylvania Power & Light Company, and the College's National Training Center for Microelectronics have also helped local firms increase productivity.



are opening up. We are in an 'active mode' in terms of program development."

A Century of Service — and Then Some

Five full-time members of the faculty and staff retired at the end of 1997; four had more than 25 years of service to the College. Those retiring included Mary Ann Dallas, professor of counseling; Gerry Hofer, secretary to the Board; Sarah Jubinski,



dean of the Learning Resources Center; Dan Simon, professor of computer/information systems; and Bob Wenner, superintendent of buildings and grounds. Also retiring in December was Mary Rohrbach, a secretary in the Project Aware Office who had been with the College since 1987.

NCC Ranks High in Poll

A public opinion poll conducted in January by Welsh Systems shows that:

- 98% of the citizens of Northampton County have heard of NCC;
- 75% have attended classes offered by the College or know someone who has;
- 88% of those who have attended classes or know someone who has have a favorable impression of the College's academic program;
- 71% of the taxpayers think the County should support the College;
- 48% favor county funding even if it would result in an increase in taxes;
- Only 28% oppose county funding if it would result in an increase in taxes.

Last spring the College's Board of Trustees asked Northampton County to join

(continued on next page)

but he was probably making impressions on people before he was making movies," he notes. Von Shilling said Dean's television roles included a Civil War soldier and a disciple of Jesus, in addition to the juvenile delinquent roles for which he would come to be known. Dean performed on TV with such stars as Rod Steiger and Ronald Reagan.

Von Schilling has been teaching at NCC since 1984. His research interests include the early days of television.

Program Choices Expand

Courses to get entrepreneurs off to a good start. Updates for

health care professionals. On-line training to help people learn to create Web pages and master popular software packages such as Word and Excel.

Within the past few months the College has introduced several new programs in response to the community's needs and interests. They include:

- ◆ An associate degree program in journalism;
- ◆ Two additional areas of concentration within business management: entrepreneurship and sales and marketing;
- ◆ A specialized diploma

- ◆ program in massage therapy;
- ◆ Non-credit health and wellness courses;
- ◆ Continuing education seminars for nursing home administrators;
- ◆ Computer classes via the Internet;
- ◆ Advanced training for computer programmers, network managers, and management information specialists.

"It's exciting," says Dr. Arthur Scott, Vice President and Provost. "Existing fields are changing, and new fields

eight area school districts in providing long-term support for the College. NCC is one of only five community colleges in Pennsylvania not sponsored by county government.

Twelve Programs Boast 100 Percent Placement Rate

A follow-up study on the Class of 1997 indicates that 92 percent of graduates found employment or continued their education within six months of graduation. Twelve of 26 career programs boasted placement rates of 100 percent, including architectural technology, automotive technology, banking, chemical technology, criminal justice, electronics technology, emergency services, interior design, library technical assistant, medical laboratory technology, radio/TV, and safety, health and environmental technology. Median starting salaries (based on a 40-hour work week) ranged from \$13,416 to \$39,520 depending on the field.

"The College has had a long history of placement rates exceeding 90 percent," comments Linda Arra, director

of placement. "What was most surprising this year was the high transfer rate. Twenty-nine percent of the class is pursuing advanced studies — the highest number since 1975. Often when the job market is strong, students defer that goal," she says. (Statistics are based on a 99 percent survey response rate.)

Students Get a Glimpse of Hollywood

A group of NCC students got a close look at Hollywood without going far from home. They served as interns for "The Florentine," a full-length motion picture filmed last winter in Easton. "I learned a lot about the film industry that will be useful when I pursue a career in the field," says Will Rowe. "It was a great opportunity," reports Scott Hengst, an advertising design major who helped with set design. "The work really trained my eye and made me realize the importance of paying attention to detail."

► *Actress Maeve Quinlan, NCC student Scott Hengst, actor Hal Holbrook, and NCC student Will Rowe.*



Under One Roof

Pending approval from the State Board of Education, construction will begin this summer on a new home for Admissions, Financial Aid, Records and the Bursar. Located northeast of the College Center in what is now the fire lane, the 14,000 square-foot facility will bring together services previously housed in different locations — alleviating overcrowding, improving efficiency, and making it easier for students to apply for admission and financial aid, register for classes, and pay their bills.

Although utilitarian in its design, the new building will be quite attractive. Translucent panels in the sloped roof will create an skylight effect inside. The exterior will match Communications Hall. Visitor parking will be located nearby.

Target date for completion of construction is the spring of 1999.



Risbon, Feinberg Recognized at Foundation Meeting

At the NCC Foundation Board December meeting, two long-time friends of Northampton Community College were recognized for their outstanding service: Dr. David H. Feinberg and Joe Risbon.

Dr. Feinberg has been a member of the Foundation Board since 1983 and was named Board Member Emeritus at the annual meeting. He is a past chief of medicine at Easton Hospital, where he also served on the Board of Trustees. Dr. Feinberg began his service to NCC as the Wilson School District representative on

the College's Board of Trustees in 1968. He is the past chair of the Foundation's planned and major gifts committee, has been a member of the executive board and a long-standing member of the annual fund committee. In 1992, Dr. Feinberg received the Trustee's Distinguished Service Award and was an active member of the Instructional Services and Personnel Committee. He was recognized as the individual who could bring the Board to consensus on difficult and controversial matters. Dr. Feinberg also guided the College and Easton Hospital through the process of developing the College's nursing program. You can find Dr. Feinberg and his wife, Jeanne, at nearly every NCC Foundation event.

Joe Risbon was named an honorary alumnus of

Northampton Community College's Alumni Association. Risbon is an NCC Trustee Emeritus and has also served on the boards of United Way, United Cerebral Palsy, the Bethlehem Parking Authority and the Bethlehem Chamber of Commerce, to name a few. Risbon didn't waste any time after being named an honorary alumnus in December. Just days later he purchased his brick for the Alumni Walkway outside Alumni Hall and directed that it be placed next to that of his good friend and current Alumni Board President, Butch Macri '76.

College Cats in Hats

In honor of Dr. Seuss's birthday on March 2, College President Robert J. Kopecek, students, and College staff donned cat-in-the-hat stocking caps and read to children in schools and child care centers in Northampton and Monroe counties.

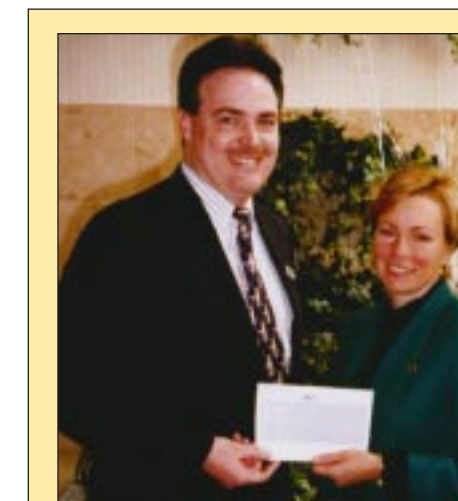
Joining Dr. Kopecek were Dr. Arthur L. Scott, vice president and provost, Mardi McGuire-Closson, dean of



Dean of Students Mardi McGuire-Closson reads to students at the Community Services for Children child-care center at St. John's Windish Lutheran Church in Bethlehem.

students, and Rebecca Gorton, professor of early childhood education.

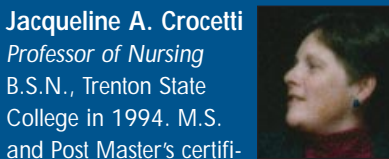
As part of a national celebration designed to draw attention to the importance of reading to young children, NCC students, faculty, and staff donated more than 800 new and "like new" books to sites where NCC students are involved with the Lehigh Valley Community Service/America Reads Consortium — a program in which college students work with young children to improve their reading skills. Fifteen NCC students are currently participating in the America Reads program. Northampton was one of the first colleges in the country to get involved.



Daniel J. Reavy, director of external affairs at Bell Atlantic, presents to Susan K. Kubik, executive director of the NCC Foundation, the first grant awarded by the Bell Atlantic Foundation through an electronic application. NCC beta tested the new application procedure for Bell Atlantic.



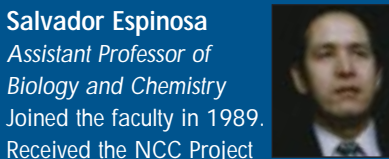
Dr. Deborah M. Averill
Associate Professor
of English
Began teaching at
Northampton in 1987.
Graduated cum laude in 1965 with an
A.B. from Smith College; an M.Litt. from
Dublin University in 1968; and a Ph.D.
from the University of Rochester in 1976.



Jacqueline A. Crocetti
Professor of Nursing
B.S.N., Trenton State
College in 1994. M.S.
and Post Master's certifi-
cate from University of Delaware
(1977, 1996). Family Nurse Practitioner;
contributing editor, Illustrated Handbook
of Nursing, 1998.



Anita M. Dickson
Assistant Professor of
Business Administration
Member, Lehigh Valley
Association for Academic
Women. Published "Ensuring Effective
Use of Shop Floor Control Systems."
Earned a B.S., Pennsylvania State
University in 1976 and an M.B.A. at
Drexel University in 1981.



Salvador Espinosa
Assistant Professor of
Biology and Chemistry
Joined the faculty in 1989.
Received the NCC Project
Aware ACT 101 Award in 1994. Received
a B.S. in agricultural engineering from
Universidad Autonoma Agraria Antonio
Narro, Mexico, in 1984 and an M.S. in
molecular bioscience and biotechnology
from Lehigh University in 1994.



Deborah L. Levin-Goldstein
Professor of
Dental Hygiene
Began teaching at
Northampton in 1982. Received a
Certificate in Dental Hygiene from the
University of Pennsylvania in 1979, a B.S.
in Dental Hygiene from Columbia
University in 1981, and an M.S. in Dental
Hygiene from Columbia in 1982. Member,
Honorary Dental Hygiene Society.
Received Sigma Phi Alpha Director's
Award in 1979.

*"Tell me and I forget.
Show me and I remember.
Involve me and I understand."*

— Chinese proverb

THE ART OF TEACHING

BY JOANNE C. ANDERSON

*W*e have all had a teacher who
has influenced our lives — who
has affected us in ways we may
not often think about but when the ques-
tion is asked, we instantly recall the name
and the face.

The teacher who most influenced
me was my 10th grade English teacher.
She was not necessarily my favorite
teacher, as I believed that she worked me
harder than my classmates and pushed
me more than she pushed others. She
knew I had an interest in writing, and she
invested the time — her time — in me.
She spent time before and after class,
making me rewrite and rework papers
that I had assumed were *finished*. She
encouraged me to write and to push
myself, and she convinced me that I
could be a writer if I worked hard and
believed in it — and believed in me. She
made a difference. For the past 17 years
I have had the privilege of a career in
writing. Thank you, Ellen Fitzgerald,
wherever you are.

What is it, exactly, that makes a good
— a great — teacher? What was it about
Ellen Fitzgerald, a high school English
teacher in suburban North Wilmington,
Del., that made her a *great* teacher to
me? Was it her exceptional grasp of the
English language? Did she possess an
extraordinary teaching skill that enabled
her to motivate and to capture the inter-
ests of her students? Or, at least one of

her students. Perhaps she commanded all
of the "textbook" qualities that make a
good teacher *great*. And, perhaps she sim-
ply understood that a key to teaching is
connection.

What is *the art of teaching*? Is there
a consensus definition of what makes a
great teacher? The issue of establishing
and implementing national standards by
which teachers would be measured has
been debated for years and has not yet
been widely adopted, perhaps because
we have been unable — or perhaps
unwilling.

A number of organizations such as
The National Board for Professional
Teaching Standards, the American
Association for Higher Education, and the
National Teaching and Learning Forum
offer services and resources dedicated to
the exploration and enhancement of the
teaching-learning process. However, as
K. Patricia Cross, professor of higher
education at the University of California,
Berkeley, cited in her opening remarks at
the 1996 "Teaching and Learning in the
Next Century" conference: "The sheer vol-
ume of information available has encour-
aged some pragmatically inclined folks to
try to condense and simplify the findings
into something that teachers and admin-
istrators can and will read and use. Thus
within the last few years, we have had a
rash of lists of things to do to enhance
the effectiveness of higher education.
For starters, there are the "three condi-
tions of excellence," identified by a group



of educational researchers
in 1984 (Study Group on
the Conditions of
Excellence in American
Higher Education, 1984).
Then there are the widely
distributed and much
talked about "seven princi-
ples of good practice in
undergraduate education,"
set forth by a group of edu-
cational researchers in 1987
(Chickering & Gamson,
1987). A study group in England has come
up with "nine strategies" for enhancing
student learning. (AAHE Bulletin, 1993).
There are the "twelve attributes of good
practice," organized by researchers from
the Education Commission of the States
this year (1996), and "a teacher's dozen
research-based principles for improving
teaching" offered by my colleague Tom
Angelo (1993).

Clearly, volumes of work with data
culled from national studies, position
papers written by professionals in the
field, and research conducted at the coun-
try's leading educational institutions are
published and made available to anyone
who has an interest. Can one wade
through the tomes and surf through the
sites to find the answers to the seemingly
simple question: "What makes a good
teacher?"

There are as many answers to the
question as there are organizations and
institutions and private citizens who sub-
mit those answers. As you might expect,
there are similarities and differences of
opinion, too.

*"The secret of
education is respecting
the pupil."*

— Ralph Waldo Emerson

The National Education Goals Panel
has published its "National Education
Goals: Building a Nation of Learners," out-
lining goals and objectives for the year
2000. Pages on its Web site are filled with
exhibits which graphically support the
goals (e.g., college enrollment and college
completion rates support Goal 6: Adult
Literacy and Lifelong Learning). The U.S.
Department of Education's list of seven
priorities — the president's and U.S.
Secretary of Education's Seven Priorities
for Education — outline what the depart-
ment espouses as our nation's top issues
for educational excellence. In his January
1998 State of the Union Address, President
Clinton stated, "Parents have a right to
know whether their children are master-
ing the basics. And every parent already
knows the key: good teachers and small
classes ... I propose the first ever national
effort to reduce class size in the early
grades. My balanced budget will help hire
100,000 new teachers who have passed a
state competency test."

But is President Clinton's plan on
target? Can education be improved by

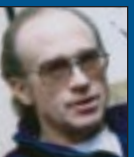
David E. Goss
Associate Professor
of Psychology
Member of NCC faculty
for 28 years. Earned a
bachelor of science degree in
psychology at the University of
Maryland in 1968 and his M.S. in
experimental psychology from Bucknell
University in 1970.



Dr. Douglas E. Heath
Professor of Geography
and Geology
Has taught at
Northampton for 21

years. Received NCC's Christensen
Excellence in Teaching Award in 1983.
Earned a B.S. in geology in 1971 from
Bucknell University, an M.A. in geogra-
phy from Syracuse University in 1974,
and a Ph.D. in geography from
Syracuse in 1978. Recipient, 1983
National Council for Geographic
Education's Distinguished Teaching
Achievement Award. Listed in Who's
Who Among American Teachers in
1996. Published articles in the Journal
of Geography, Professional
Geographer, and Journal of the Water
Pollution Control Federation. Written
chapters or boxed essays in three
books. Has consulted with John Wiley
regarding college geography textbooks.

Earl R. Page
Professor of History
and Sociology
1980 recipient of
Northampton's



Christensen Excellence in Teaching
award. Received his bachelor of arts
degree from the University of Delaware
in 1964. Earned a master of arts
degree from the University of Maryland
in 1968, and a master of science
degree from Temple University in 1982.



Dr. Harold Weiss
Assistant Professor of
Philosophy
Taught at Villanova
University and Temple

University before joining the NCC facul-
ty in 1997. Received a B.A. in history
from West Chester University in 1983.
Earned an M.A. in philosophy from
Villanova University in 1986. Received
a Ph.D. in philosophy from Temple
University in 1992.



In his 1996 President's Message to Northampton faculty and staff, Dr. Robert J. Kopecek included passages from "The Monster Under the Bed," written by Stan Davis and Jim Botkin. President Kopecek's excerpts follow:

Stan Davis and Jim Botkin argue that business and not government as it is today, nor the church as it was in the earlier days, will come to "bear the major responsibility for the kind of education that is necessary for any country to remain competitive in the new economy." They state that "schools will embrace businesslike practices to improve their own performance. The three R's will be complemented by the new six R's: risk, results, rewards, relationships, research, and rivalry."

Source: President's Message, R.J. Kopecek, 1996

(See story on page 10.)

increasing the quantity of teachers? Or is the solution rather improving the quality of teachers? In the February 1, 1998 article published in *The Seattle Times*, Richard Whitmire of Gannett News Service reported that Clinton's teacher-hiring plan has several critics. He wrote that several organizations ranging from the moderate Brookings Institution to the conservative Heritage Foundation agreed on a joint statement to Congress: (1) The problem with U.S. education is not quantity of teachers but quality of teachers, with too few who know their subjects and too few good ones in urban districts; (2) University education departments mistakenly emphasize teaching methods over content; and (3) States need incentives to try different approaches to preparing teachers, emphasizing competence, not credentials. The problem of poorly trained teachers is especially severe in poor, urban districts, where 47 percent of the teachers lack college degrees in the subject they teach, according to the most

"Setting an example is not the main means of influencing another, it is the only means."

— *Albert Einstein*

recent study by the National Center for Education Statistics.

As society continues to ask the question *what makes a good teacher*, we must deepen the pool of those queried. Can we surmise that *the art of teaching* is an intangible concept that is not easily capsulated or standardized?

To further explore the question, NCC Magazine selected members of Northampton's teaching faculty, who together represent more than 110 years of teaching experience, to share their views. You will find similarities and a few disparities in their thoughts and you will discover how diversity of philosophy as well as program impacts the way they teach and their ideas about what makes a great teacher. But you'll find one common thread: and that is, the answer may very well be intangible.

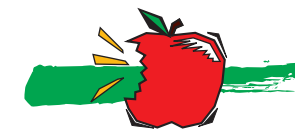
WHAT'S IN A NAME?

Long before students arrive in his classroom for the first day of class, Dr. Douglas E. Heath, professor of geography and geology, has memorized the roster and will spend the

first few days of the new semester carefully watching where each student sits so he can match a name with a face.

"I learn the names of my students right away and if somebody says something in class and I know the person's name right away, that really helps. It's an intangible but it just makes it possible to get started on the track," says Heath. And that track is *connections*.

Assistant Professor Salvador Espinosa believes that making his students feel welcome is part of making connections. "Knowing the names of students — that helps to engage them in discussions, which creates a good atmos-



phere for learning." Espinosa teaches biology and chemistry, courses which are required for a number of programs and which are also part of an academic major.

"It helps to make scenarios they [students] can relate to. My biology majors contrast with the general biology students, for example. It's like night and day," he says. "It's important for me to make analogies to what is happening in their [students'] everyday life. If they can see the connection to their lives then they see the light and come out with a better understanding of what we're covering. Not all of them make the connection, but those who do, love it," Espinosa adds.

At the University of Oregon's graduate school, students participate in programs to learn how to teach and receive a Graduate Student Handbook which contains information to assist education students. It includes sections titled

"It's important for me to make analogies to what is happening in their [students'] everyday life."

— *Salvador Espinosa*

"Preparation," "Homework," "Applications and Problem Solving," "Relationships with Students," and "Suggestions for Beginning Teachers of Mathematics." Those sections are included in Part III: "The Art of Teaching." Following a two-sentence introductory statement is the first entry of the section entitled "The First Few Weeks" which includes as its opening statement "Get to know the student by name if you possibly can and ask students questions by name. This establishes a relationship between the instructor and individual students."

Business Professor Anita Dickson related the following story: "I was in the cafeteria the other day and I was with another individual from the business department. I saw a student from the previous semester. I said 'Hi Dina, how are you?' She was surprised, and pleased that I knew her name. And the woman with me said, 'Oh wow, you faculty are like movie stars or something — the kids

love you.' It just speaks to the fact I remembered her and I knew who she was and she lit up when I talked to her. I think that's what makes an engaged learner — if we can connect with one another." This is Anita Dickson's first year teaching at NCC, although she has taught for more than five years.

We've all had teachers who insisted on silence in the classroom and who believed that it was their place to simply "impart wisdom" to students. Have those "traditional" teachers been replaced by teachers who connect and who encourage interaction in the classroom?

In Dr. Deborah M. Averill's English class, you'll hear students contributing to discussions and participating in interactive activities. "In my classroom, I get a dialog going. The student is giving feedback on whether he's understanding and actually doing activities where he's learning concepts." Dr. Averill has been engaging students at Northampton Community College for 11 years.

"Being a good listener is what makes a good teacher," adds Deborah L. Levin-Goldstein, professor of dental hygiene, who has taught for more than 16 years. "You must have empathy and must listen to whatever the student has to say."

"You need to make everyone feel their contribution is welcome," Dr. Averill adds. "I try to create a class atmosphere where everyone feels they are included and respected."

Students can also speak off topic or introduce something that is inappropriate. David E. Goss, associate professor psychology, shares his views on handling such a situation.

"Another aspect of having respect for a student and connecting with them individually is how to handle comments that are inaccurate or questionable in terms of society. Those comments are made either out of habit or just simply ignorance on the student's part. They don't necessarily intend to take the class in the wrong direction or to offend anybody. You want to handle them in such a way that the student still feels that he is

(continued on page 18)



THE BUSINESS OF EDUCATING FOR BUSINESS

With our nation's eyes focused closely on our educational system, we come to rely on the opinions of professionals working in the field and on research provided by public and private agencies to shape our own opinions about teaching and learning and what is needed to prepare us for success.

And there is another sector which has more recently been included in the mix of opinion shapers and that is the business community, and corporate leaders in particular. We see weekly in the popular media how "partnerships in education" are strengthening education and its ability to prepare students for the challenges of the global workplace. Buzzwords such as "effective thinking," "communication skills," and "initiative" have become "skill sets of successful employees" in the eyes of the corporate world.

Last October, U.S. Secretary of Education Richard Riley addressed an audience of business leaders in Sao Paulo, Brazil, during a luncheon culminating a week-long visit to announce the expansion of Brazil's Quality in Education program. During the week, Riley was with President Cardoso and President Clinton when they signed the U.S.-Brazil Partnership for Education. In his remarks, Secretary Riley said, "Everywhere I go I do see a greater commitment to educational opportunity. It is a commitment that comes from an understanding that in our information-based, global economy, education is the ticket to get ahead. We understand that a better standard of living depends upon an educated, skilled, and competent citizenry. Today's students are tomorrow's citizens and our long-term investment for the future." In a speech presented at the American Chamber of Commerce just one week earlier, Secretary Riley emphasized the need for civic involvement in promoting education opportunities. "We need to make sure that parents, families, businesses, and communities are a key part of strengthening education," he said.

Closer to home, discussions are occurring among corporate America and partnerships with education are forming. Clearly, we are interested in what our corporate sector can contribute to education and in what it believes is important in educating and preparing people to enter the workforce.

In mid-February, we invited four CEOs representing large and small companies in the Lehigh Valley to come together to address the topic and to share their views on education. Joining the discussion were



William F. Hecht, chairman, president, CEO, PP&L Resources, Inc.; Mike Gausling, chairman, president, CEO, STC Technologies, Inc.; Earl Wismer, CEO, Havel Plastics; Richard A. Anderson, president & CEO, St. Luke's Hospital Health Network.

Within the first few minutes, it was evident that these CEOs had clear opinions about education's role as it relates to the workplace and specifically about how well schools are preparing people to enter today's workforce.

Bill Hecht started the discussion by asserting that "A strength of a community is education. The desire to live and to remain in a community is often based on the strength of its local public schools." Instantaneously, all heads nodded in agreement.

"The Lehigh Valley is a great place to live, and we find that our physicians, particularly, are attracted to this area," says Anderson. "Competition for jobs is much greater today regarding hiring and finding

skilled and knowledgeable people entering the workforce, and therefore an attractive community is very important in attracting and hiring new employees."

If education is in fact the strength of the community, as Bill Hecht suggests, what, then, are the tenets of good education? What attributes are business leaders looking for — even expecting — in an effective employee?

Mike Gausling believes that it is not reasonable to think that a college degree is always enough to get a job at his growth-oriented technology company. "What we look for in a prospective employee is fire in their belly, an ability to get along with others, and a willingness to learn." STC Technologies employs 75 people and recently hired its first Northampton Community College graduate.

"At the hospital," Anderson adds, "we hire people at all different skill levels. And what we find is most essential is for our employees to have people skills, to know how to interact with people, to understand human dynamics and to have interpersonal skills. For example, we tell new employees to engage people; if they see a person walking in the hallway, looking like he or she is lost, they should look that person in the eyes and ask 'can I help you.' I tell them that your job is to help them."

Earl Wismer has been running his family business for 35 years and believes that "it takes a variety of educated workers to

Bill Hecht came prepared with his list of 'seven leadership skill sets' that he looks for in an employee:

- Integrity
- Critical Thinking
- Communication Skills
- Quantitative Skills
- Self-Educating
- Interpersonal
- Initiative



"Education's purpose is to replace an empty mind with an open one."

---Malcolm S. Forbes

run a successful business. The strength of my company is the people, the guys who keep the machines running, and keep things running at night," he says. "I need to count on my employees who run the second shift, my maintenance staff. It's the people that make a company successful."

REAL Enterprises, headquartered in Durham, North Carolina, offers a national program in 17 states and two foreign countries that links the academic environment with the community business environment. It has created a program designed to promote public-private partnerships. The program seeks to address a balance between



both education and economy development goals. Within its Entrepreneurship program, it lists the following as "resulting competencies:"

- Effective thinking and creative problem-solving;
- Enhanced communications and listening skills;
- Increased understanding of self, community, and world;
- Ability to use technology;
- Effectiveness in business development and management;
- Enhanced self-esteem and work ethics.

There are hundreds of similar programs springing from private and public sectors, from for-profit and not-for-profit organizations, and from school districts throughout the country. In

Greene County, Tennessee, for example, the "Partners in Education Master Partnerships" includes 40 schools — elementary, middle, technical, and high schools — which are individually linked to one partner, including banks, hospitals, community colleges, fast-food franchises, and privately held businesses such as a furniture store and construction company. The Foxborough School District in Massachusetts, another example, is engaged in a business/education partnership with the Motorola Information Systems Group, a relationship spanning four years. As a nation we are seeing the value of bridging education with business and witnessing what such partnerships contribute to our future.

During the 90-minute long discussion, the Valley's business leaders continued to discover that they shared common ideas regarding education and what makes a successful employee. While each had a 'favorite' few, all agreed that the intangibles such as communication skills, interpersonal skills, and self-initiative are all necessary traits for a person to survive in business today.

On the subject of integrity, discussion revolved around what they believe is the society's misperception of business ethics.

"It's troubling," says Hecht, "that the mindset of the public regarding business ethics is not actual business practice. Remarkably, large transactions are conducted solely on a handshake." Wismer agreed. "Business ethics are important and are practiced today. My company, for example, has had a clean record with OSHA and people would be surprised to know that. They assume because we're a plastics company that we disregard the environment. That's just not true," Wismer said.

"These things," says Anderson, "are not taught in any curriculum that I know of. So how do they get taught?" he questioned.

Hecht tossed out the question "is it nature or nurture?" He said: "I'm willing to assume these things can be taught — taught and learned on-the-job." Anderson agreed: "I believe that your [referring to Hecht's seven skill sets] skill sets are essential. I also believe that people need to learn and relearn all the time. It's a life long learning experience for all of us."

Richard A. Anderson
President and CEO, St. Luke's Hospital & Health Network since 1986



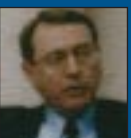
Major Accomplishments:
Named one of the best hospitals in the U.S. (100 Top Hospitals: Benchmarks for Success)
Entered into strategic partnership with the University of Pennsylvania Health System
Became member of Council of Teaching Hospitals and Health Systems
Bachelor's degree, University of Illinois
Master's degree, University of Pittsburgh School of Public Health
Fellow, American College of Healthcare Executives

Mike Gausling
President and CEO, STC Technologies, Inc. since 1987



Major Accomplishments:
Eastern Pennsylvania "Fast 50 Technology," 1997
Inc. 500 "Fastest Growing Privately Held Companies," 1994/95
Named "Small Business of the Year" Bethlehem Chamber of Commerce, 1994
Bachelor's degree, Rensselaer Polytechnic Institute
Master's degree, Miami University of Ohio

William F. Hecht
Chairman, President, CEO, PP&L Resources, parent company of PP&L, Inc., PP&L, Inc., PP&L Spectrum, PP&L Global, Penn Fuel Gas, HT Lyons.



Major Accomplishments:
Serves on Advisory Committee for Environmental Research, Academy of Natural Science
Distinguished Citizen of the Year, Sales and Marketing Executives of the Lehigh Valley, 1996
Board of Directors, Edison Electric Institute
Board of Directors, Nuclear Energy Institution
Business Industry Political Action Committee
Bachelor's degree, Lehigh University
Master's degree, Lehigh University
Completed Cornell University Executive Development Program

Earl E. Wismer
Chairman of the Board, President and CEO, Harvel Plastics Inc.



Major Accomplishments:
Hospital Corpsman, United States Coast Guard
Lehigh Valley Director, American Red Cross in Easton
Director, Board of Easton Area Industrial Developers
Board Member, Easton Hospital Board of Trustees since 1988



Tell us what's new with you. Please send news, information, change-of-address, etc., to the Alumni Office, either by U.S. mail, FAX, or email.

NCC Alumni Office
3835 Green Pond Road
Bethlehem, PA 18020

FAX: 610/861-5487
email: ddf@mail.nrhm.cc.pa.us

ARCHITECTURAL TECHNOLOGY

1973 Don Keller is president of Keller Consulting Engineers, Inc. He received his bachelor of science degree from Lafayette College in 1986.

1974 Hans C. Volz is doing well in his field of study and is located in southwest New Mexico.

1974 and 1976 Jose Morales holds two degrees from Northampton: architectural technology and liberal arts. He attended the Architectural Alumni Faculty Dinner held at the Gates Center in January of this year.

1977 Russel Pacala is president of Dresden Architects, Ltd.

1977 Sal Verrastro is employed at Spillman Farmer Architects. He was the speaker at the architectural alumni faculty dinner held in January.

◆ PROFILE ◆

On fire for 23 years

To Frank Chisesi '88, a typical workday is anything but typical.

One day, he might get a call to rescue a cat in a well. On another, he might be navigating the dark and smoky halls of a building engulfed in flames.

As fire chief for the City of Easton, Chisesi (A.A.S. Fire Technology, 1988) wears many hats. And to hear him tell it, he wouldn't have it any other way. "I love the diversity of it. Every day is something new," he said.

For more than two decades, the Easton resident worked his way up the ranks, becoming chief in 1994. Chisesi now manages a crew of 41, orders equipment and handles the day-to-day operations of three stations.

As chief, Chisesi doesn't go out on as many calls as he used to, and he misses it. While some might view fires and hazardous materials incidents as a tremendous risk, Chisesi prefers to see them as a opportunity to help the community.

"I look at the challenge of it — the excitement, the adrenaline rush. You're there to put out this fire, to prevent it from destroying someone's property," he said. "You can't think about getting hurt. You have to put your faith in God, your training and your protective clothing."

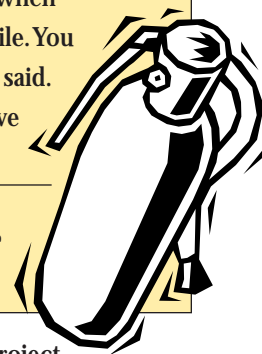
The Easton Fire Department responds to about 1,200 calls a year. Of that, about 120 are fires — anything from a trash fire to a full-blown structure fire. It's the latter calls that bother him the most, especially when there's injury or death involved. "It stays with you for quite a while. You always wonder if there was something you could have done," he said. "But when you're on the job for a while, you realize you just have to do the best you can."

About the author: Sandy Stahl is a marketing assistant in the College's Marketing and Publications Office and joined the staff in 1997.

1979 Dean Weber works for Delran Builders Company, Inc. as a senior project manager. Dean was the recipient of the 1995 Associated Builders & Contractors Excellence in Construction

Award for Best Public Project.

1996 Dot Yannes is a marketing representative for Commercial Flooring Systems, Inc. in Sciota, Pennsylvania.



◆ PROFILE ◆

Designing the emotion of a place

Paul Jean Plaza '75 pulls a drawing from one of a dozen flat metal drawers. On the drafting table he rolls it out and lays a T-square over it to keep it flat. "Architecture and poetry have much in common," he says, nodding over the drawing at the volumes of Federico Garcia Lorca, arguably Spain's greatest poet, that line his bookshelves. "Poetry is concerned with describing the emotion or mood of a thing or place. Designing buildings is a lot like that."

That philosophy is obvious in his design of a house for a high-ranking official in Spain. Plaza has made a

wooden model of the plan and he eagerly points out the look and the feel of it. "To enter you pass over a small glass-enclosed garden," he says, pointing to the miniature bridge. "Then straight down the hallway and into this huge open room. And that in turn opens onto an outside pool and a cascade of water that drops over its edge in a great semi-circle. Beyond that is only sea and sky." Indeed, in Plaza's narrative, the sea and sky run with the house in one fluid motion toward the horizon. "The house is not different from its surroundings," he explains. "What is outside is in, and what is inside is out. The mood of place is unbroken."

Even so, there is the technical side, the craft, that must balance the art. With time at a premium, Plaza doesn't get to talk to his teachers at Northampton as much as he would like. Still, he hears Professor John Michael talking to him. "I can feel John looking over my shoulder," he says, recalling his days as a student in Michael's architecture class. "'No, do this,' or 'don't you think it should be more like this,' he'll say to me. It's good — like my mentor is there with me all the time."

About the author: Jim Johnson '89 has published several original poems and has been a member of the College's Institutional Advancement staff since 1983.

"Architecture and poetry have much in common"



BUSINESS ADMINISTRATION

1981 Ann Knerr is currently an accountant for Lehigh Valley Physicians Group. She pursued her bachelor's degree from Bloomsburg University in 1983. She has since returned to NCC, graduating in 1997 with a specialized diploma in computer graphics.

Web design keeps her busy at home. She also volunteers her time with the Bethlehem Musikfest

Association, participating on the Media Relations Committee.

COGNITIVE RETRAINING

1991 Donna Browne received her bachelor's degree from the American College of Nutrition and in November 1997, a Ph.D. in psychology from LaSalle University. Donna works as a behavior specialist in San Marcos, Texas.

CULINARY ARTS

1994 Carrie Ring went on to the Culinary Institute of America in Hyde Park, New York and graduated in September 1996. She spent her first year abroad working as a chef in Heidelberg, Germany for the Department of Defense. She visited Switzerland, the Netherlands, and Belgium in her spare time. She is now back in the States working as a sous chef at the Hyatt Regency Grand Cypress, a world-class resort in Orlando, Fla. She has been there since January.

◆ PROFILE ◆

Alum tuned into toons

The next time you have a few minutes to relax, turn on your TV and tune into “Jumanji” or “Extreme Ghostbusters” cartoons. You’ll be seeing the fine work of animator Andy Thom, an NCC alumnus who has taken his talents to Culver City, California.

Thom studied art at Northampton in the mid-’80s and is currently a director with Columbia Tristar Kids Television in Culver City, California. His credits include the cartoons “Jumanji” and “Extreme Ghostbusters.”

“Attending NCC provided me with my foundation,” Thom said before lecturing to one of Professor Gerry Rowan’s art classes last fall. “When I got out of high school, I didn’t really know what to do. But coming here [to NCC] put me on a career path.”

While attending NCC, Thom says he received not only a good education, but also good advice. “I always liked cartooning and comic books, and Gerry [Rowan] told me about the Joe Kubert School of Cartooning. I didn’t know the school existed.”

Thom enrolled at the Kubert School and later took classes at Kutztown University. After holding a variety of jobs locally — everything from designing T-shirts to working in the composing room at the The Morning Call — he learned of the job opening at Columbia Tristar from a friend. He moved to the West Coast where he now oversees the

work of storyboarders, among other duties.

“It’s really interesting work,” he said of children’s cartoons. The job, in part, involves reading a script, listening to the dialogue and imagining how a character might react — and then drawing it.

Thom concedes he did not apply himself to the fullest at NCC. Still, he appreciates the education he received at the College, particularly the way Rowan encouraged him to pursue even risky artistic ideas.

He offered to lecture to Rowan’s class during a visit home. “It’s my way of saying thanks.”

About the author: Rich Harry is a writer in the Office of University Communications at Lehigh University.



EARLY CHILDHOOD

1992 Karen Rumore graduated from Hofstra University in 1994 with a bachelor’s degree in psychology and received her master’s degree in social work in 1996. She is now a psychotherapist in King of Prussia.

ENGINEERING

1969 John Reilly’s book “Rapid Prototyping: Moving to Business-Centric Development” has been added to Northampton’s library collection.

FIRE TECHNOLOGY

1986 John Bast has been a member of the Easton Fire Department since 1989 and was most recently promoted to the rank of lieutenant. John is also the director of fire and emergency services at the College. John has a bachelor of arts degree in safety management from Allentown College of St. Francis de Sales.

1988 Frank Chisesi is the fire chief for the City of Easton. He has worked with the fire department for the past 23 years. *(See feature on Frank on page 12.)*

GENERAL EDUCATION

1985 Debi Julia is the owner/producer of a local murder mystery company “Starlight Players.” She also participates in a monthly radio show out of New Jersey called “Americana on the Air.” This is a live broadcast in front of a live audience. She is employed as a quality control manager for Heller Seasonings in Bethlehem.

GENERAL STUDIES

1975 Franklin Homme is a psychiatric aide at Allentown State Hospital. When he’s not working with his patients, Homme takes care of his collections. They come in two sizes: small and large.

The small is his coin collection. Homme watches the dealers for good buys and, over the years, has put together a respectable assortment. He’s got coins from the Historical Coin Co., as well as the Franklin Mint. A penny from the turn of the century, 1909, is the

proudest specimen in his cache.

The other side of his collecting habit is large enough for a garage. Homme is into antique cars, and he has a few that make car buffs drool. Like the 1948 Chevy that he spotted parked by a curb on his way home from work. Or the ’54 Chevy, the ’63 Falcon convertible or the 1966 Buick Le Sabre. And the pride of the fleet, a turquoise and black 1932 Willy’s car with a rumble seat.

1997 Hank Amartey Acham is working with pre-kindergarten and elemen-

tary students in the area while pursuing his studies at Moravian College. His future plans are to transfer to a 5-year co-op and internship program at Drexel University.

INTERIOR DESIGN

1987 Lynne Holden is an interior designer for The Architectural Studio.

1987 Kathy Lee Selvaggio is the owner of KLS Kitchen & Interior Design. She received an honorable mention in

◆ PROFILE ◆

A round of good deeds

Don Keller ’73 figured playing in the Cystic Fibrosis Golf Tournament was just a good deed. A local tourney for a worthy cause. The only personal gain he hoped for was a good day on the links. He got that. And a whole lot more.

“Golf helps to relieve the stress,” says Keller, president of Keller Consulting Engineers in Nazareth. “If you can help people at the same time — great. And, the fact that this was sponsored by Daniels BMW and there was a chance, with a hole-in-one, to win a car, didn’t hurt either.”

He didn’t win the car. He did, however, win the tournament. And that sent him on a four-day trip to Pinehurst Golf Resort in North Carolina and to the BMW International Gold Cup. “Until then I didn’t realize how big this thing was,” he says. “Dealerships across the country had sponsored tournaments. A total of 156 people won local contests throughout the United States.”

Of those 156, guess who won the Gold Cup in his division. “It kind of shook me when they told me I was going on to Portugal for the international leg of the tourney,” says Keller. “For one thing, my wife and I drive everywhere. We don’t like to fly.” But golf and Europe beckoned and Keller made the flight to an unforgettable experience.

“It was fantastic. It was a gorgeous resort outside of Lisbon. It was the site of the European Open two years ago.” Keller and his wife met people from all over the globe: New Zealand, Singapore, England, Germany. “We made friends with a couple from Canada,” he says. “We still exchange email.”

And the grand finale of this worldwide golf outing? “There were 29 countries represented,” Keller says. Then he holds one hand high above the other to indicate size. “Another first place win in my division and I brought home the silver trophy.”

About the author: Jim Johnson ’89 is a staff writer for Northampton Community College Magazine and is a member of the NCC Alumni Association Board of Directors.



the NKBA national design competition.

1991 Patricia Zuber is the owner of Design Accent, located in Allentown.

1992 Roxanne Beck is an administrative assistant at John Hancock Mutual Life.

1992 Susan Spring is employed at Morris Black & Sons as a kitchen designer. She earned her CKD in 1995. Her published designs won her second place in a Universal Design Kitchen contest.

1992 Sharon Waddell is an associate designer for Morris Black & Sons. She received a bachelor of fine arts degree from the College of New Jersey.

1994 Michelle Klump works at Morris Black and graduated with honors from Lehigh University majoring in architecture and psychology.

1995 Cheryl Fortner is working as a commercial designer for Metro Design Center in Allentown.

1995 Sandra Hellgren is a design associate for Finishing Touches.

1996 Veronica Boyajian is employed at Spillman Farmer Architects as an interior designer.

1996 Judith Roth is a designer employed by Stofanak's Custom Cabinets.

1996 Audra Wagner is president of A. L. Wagner & Associates, which specializes in interior designing.

1997 Heidi Zimmerman is an interior designer for the Home Depot in Phillipsburg, New Jersey.

LIBERAL ARTS

1993 Paul Clark intends to graduate this May from East Stroudsburg University. He

sends his best regards to all at Northampton.

NURSING

1972 Pamela Boland graduated from Elizabethtown College in 1979 with a degree in professional nursing studies. In 1981 she obtained a master's degree from Pennsylvania State University in public health administration. She is an independent consultant.

1977 Marybeth Fischer is a staff nurse and educator at St. Luke's Hospital Emergency Department. She has been involved in staff education for the past 10 years and is currently pursuing a B.S.N.

1978 Donna Heffner is a mother-baby nurse for Lehigh Valley Home Care. She has been inducted into Sigma Theta Tau International, the national nursing honorary society.

1981 Sue Grier is an oncology nurse employed by Hematology-Oncology Associates, Inc. She is enrolled in the post-master's family nurse practitioner program at Allentown College. In June 1997, she spent two weeks in Damascus, Syria, lecturing to Syrian nurses on basic cancer care. Sue presented at the 2nd Annual Nursing Alumni Reception at the Gates Center in January of this year.

1983 Linda Pagoda is a staff nurse at Lehigh Valley Hospital Home Care.

1985 Donna Duckworth is assistant director of Eastwood Nursing Home. She received a bachelor's degree from St. Francis College, Ill., and received a master's degree in health education from East Stroudsburg University.

1986 Karen Allwein is a registered nurse working for Muhlenberg Hospital

Home Care. She earned a bachelor's degree from St. Francis College, Joliet, Illinois in health arts in 1996.

1991 Catherine Snyder is a registered nurse at Easton Hospital. She is the State coordinator for the Florence Project whose theme is "Nurses Uniting to Return Health to Health Care."

RADIO/TV

1991 M. David Snyder is a 1997 animation/multi-media grad from the Art Institute of Philadelphia. He is also the CEO of Asparagus Films/Bowshi Publications. *This is a clarification from an item about David included in the previous issue of the magazine.*

IN MEMORIAM

Patrick Byrnes After retiring from the United States Postal Service, Pat worked in the College mailroom for eight years.

Edward B. Cook, D.D.S., M.S.D. An orthodontist, Dr. Edward Cook and his brother, Dr. Arnold R. Cook, D.D.S., M.S.D., provided guidance and support for NCC's dental hygiene program. They established several endowment funds to benefit students.

John Kopecek The father of NCC President, Dr. Robert J. Kopecek, John Kopecek was a Navy veteran who was employed by Dunn-McCarthy Co. in Binghamton, New York, for many years before retiring. A memorial fund has been established in his name through the Northampton Community College Foundation.

Richard Lane, Jr. Rick helped to coach the NCC volleyball team from 1991 through 1994.

Mary McKie Mary taught in the hotel/restaurant management program from 1988 until 1993.

Warren Taylor A graduate of Phillipsburg High School, Warren studied business management at NCC from 1994 through 1996.

Thinking Out of the Box

BY JAMES L. JOHNSON '89

You could capture the essence of business at Britech, Inc. in any of a number of adjectives: growing, energetic, excellent. They all fit. But the word at the top of the list has to be flexible.

"It is not uncommon that our work plan could change within the hour," says Brian McCall '74, co-owner with his wife, Denise '75, of Britech. "A single FAX can change the whole production schedule. We need to react on the spot." The significance of just-in-time production is not news to any business. Subcontractors like Britech need to respond in a heartbeat to the needs of their customers. "We're involved in contract manufacturing for companies who out-source components," says McCall. "We do a lot of cable assemblies and harnesses, intricate components that plug in to larger products. The people we deal with know they can depend on us for quick turnaround."

Responding to changing needs requires thinking out of the box, something Britech does well. Many of their successes have stemmed from innovative ways of handling rush orders. For example, one now-steady customer had called four of its regular vendors with a seemingly impossible deadline. The best any of them could do was unacceptable. Then they called Britech.

Instead of looking at the job as a horse pill to be swallowed whole, McCall simply asked how much they needed immediately. "We gave it to them in lots," he says with a shrug. "We gave them 10 in two days, 10 the next, 10 the day after that. It comes down to finding some way, whatever it takes, to do what needs doing. Now those four original vendors have been replaced by just one — us."

The McCalls share equal roles in the company. Brian takes care of sales, engineering and purchasing. Denise handles the accounting functions and human resources. But they are one voice when it comes to quality control. "Our work does need to be done in a timely manner," says Denise. "But we monitor our testing procedures very closely. We build to spec and quality is a big part of it all. We do nearly 100 percent quality control on every job."

Customer satisfaction has been Britech's hallmark since the McCalls started the business, with one employee work-

ing out of their basement, seven years ago. Since then the company has grown to 30 employees housed in a 20,000-square-foot building.

It took initiative and a lot of hard work for the McCalls to step out on their own. "I kept my job at the bank to pay the mortgage and bills until we got this off the ground," says Denise. Their hard work paid off. Britech has enjoyed a growth rate of 25 percent for nearly every year of its existence. "We fully expect to grow the business again," Brian says.

The couple gives credit to Brian's father, Owen McCall, for the seed money to begin the business. "Owen was a great guy," says Denise. "Brian and I both had fathers who were involved in the community and who encouraged higher education." The leadership models their parents provided had a strong influence on the McCalls.

"Denise and I met at Northampton," says Brian. "We were in student government together. In fact, Denise was secretary of the club." Brian transferred to East Kentucky University on a golf scholarship. Denise won NCC's Trustee Award in 1975, the year she graduated. The couple have never forgotten the richness of their school days, and last year they started an endowment within the College Foundation in Owen McCall's memory.

"I think I speak for both of us when I say we developed our self-awareness at Northampton," says Brian. "We grew personally and professionally and learned we really could make a difference. Giving back to the College in my father's name was a way to thank both the school and him for where we are today."



"A single FAX can change the whole production schedule. We need to react on the spot."



(continued from page 9)

heard and respected. That's a big challenge, especially in psych, because everybody's an armchair psychologist. Notice what chair I sat in today [laughter]."

Jacqueline A. Crocetti, professor of nursing, relates the topic to her profession. "I'm teaching a mental health course right now and we're talking about caring behaviors with patients. We were talking about me being a nurse first and a professor second and how important it is for me to exhibit caring behaviors. I try to show them what we've been talking about here can come

"No man can be a good teacher unless he has feelings of warm affection toward his pupils and a genuine desire to impart to them what he himself believes to be of value."
— ***Bertrand Russell***

under that nursing term "caring." If I can use a student's name, and say, "Oh, Jenelle, she'll say 'I can't believe you know my name the second day of class.' It exhibits that you really do care for them. They leave here and they remember that."

Crocetti also has strong beliefs in the responsibility of teacher as role model. "I tell my students stories. I use a clinical scenario. It helps them to relate to it. And they like it. I tell them about my experience in the hospital — a teacher becomes a role model."

"When I bring in my own 'real life,' I really connect with students," adds Levin-Goldstein. "It's important to let students see you in another role — to see you as a real person who does the same things they do when you go home."

TEACHERS REMEMBER TEACHERS

Dr. Harold Weiss, who joined NCC's faculty last year as assistant professor of philosophy, agrees on the importance of faculty-student interaction and internalizes the influence teachers have on their students. "I bet everybody here can remember the teacher — the one they had when they were a child who changed their life. I know I can. I think that kind of direct inspiration from a mentor or a role model is important."

"I had a ninth grade English

teacher," Dr. Heath recalls, "who I remember well. I didn't like English and I wasn't particularly good in it. There were only 14 of us in the class and she wrote all over our papers and used all of the standard [editing] symbols that I hadn't encountered until that time in my life. She broke me of some very bad habits in writing and began the process of my maturation as a writer. She has taught me so much about writing — in comparison to anybody before or since. I'm 49 and I keep thinking back to when I was in ninth grade. We moved at the end of the year and I've never seen her afterwards. It makes me think: are there people I've touched who've never seen me afterwards? Because there's someone out there who has had an enormous effect on me whom I've never seen afterwards," he reflected.

Dr. Averill also remembers a special English teacher. "I had a wonderful woman named Mrs. Stone as my eighth grade English teacher whose method of teaching is totally different from mine. She was more traditional and she would drill things into our heads and do a lot of memorization and testing and grammar. She had this marvelous ability to command absolute attention without ever raising her voice. She had a very soft voice but she had a very dignified manner. She could do things with students that no other teacher in the school could do without ever changing her demeanor or raising her voice. She inspired me to teach English because she loved English so much and cared so much about it that she could teach it in this way and make students learn and pay attention. Of all the teachers I've had in my early years, she stands out the most."

"I've learned just as much positively as I have negatively from my teachers," says Earl R. Page, professor of history and sociology. "I had teachers who were rigid and inflexible and so I resolved early that I would never use notes in class. A lot of students think I'm unprepared and that's not true. I probably shouldn't be saying this here, but I will: I never saw the need to complete the body of work in a course. Like I don't feel compelled to teach Modern European History from 1815 to today. If students decide they're interested in a particular area then I will slow down there and use the subject content of that area to teach the lessons they could identify with — no matter what the situation, no matter what the decade, no matter what the diplomatic problems involved."

A PASSION FOR TEACHING

"Knowing the subject matter is important," Espinosa noted, "but you need to think of ways to present the content — to go beyond text to bring

experience to light. That shows your passion."

Passion is a term that every faculty member used as the discussion continued.

"Knowing the subject matter ... even more important than that is love for the subject matter; the thing that would motivate you to continue to stay abreast of the field is a kind of passion," says Dr. Weiss. "Again, we're getting into intangibles here but if you love what you do — if you love the discipline for the sake of the knowledge that it brings and the satisfaction that it brings, that is something that radiates out to students; that is the kind of fuel for sticking with the profession."

"Good teachers are passionate about what they do," added Page, 1980 recipient of Northampton's Christensen Excellence in Teaching Award. Page is one of the teachers most alumni recall when asked to name their favorite NCC teacher. He continues: "You must empathize and you must be sincere. Students will spot insincerity and lack of compassion right away. Students figure it out right away — if teachers love their job. I believe that you need a passion about your subject and about learning in general. I've often wondered why people do work they don't love."

"The thing that amazes me about Page's popularity," Dr. Weiss explains, "is that he teaches history. This is one of the most unpopular subjects in our society and with high school students. To not only succeed the way he does, but to do it in an area that is just inherently unpopular in our culture, is a challenge that people in the liberal arts have. Of course, I will go to my grave saying that the liberal arts matter. They are practical. There are certain unique obstacles that we face in liberal arts in trying to not only cover the content but to get across why students are here — what is the value of these [liberal arts courses]."

Page jumps in: "I don't know if anyone else has noticed, but none of us, to this point [in the discussion] has said



"Learning is a social process that occurs through interpersonal interaction within a cooperative context. Individuals, working together, construct shared understandings and knowledge."

— ***David Johnson, Roger Johnson and Karl Smith***
Active Learning: Cooperation in the College Classroom, 1991.

The Chronicle of Higher Education reported in its Sept. 13, 1996 edition that of a dozen common teaching methods, the greatest gains in use by faculty since 1989 have occurred in the use of cooperative learning and group projects; the largest decrease was in extensive lecturing, down from 56 percent in 1989 to 49 percent in 1995. The third factor identified in the research as having an impact on students is the extent to which education and experience are integrated. Classroom learning is augmented and reinforced when there are multiple opportunities to see skills applications and to practice skills. (*Education Commission of the States, 1996*).

anything about technology and how important it is. Everybody has talked about developing people skills, contacts between individuals. It's interesting that when we've talked about what's important, we've talked about the 'liberal arts side' of education, not the technological side. And you know we're being hammered about all this [technology] stuff."

PASSING ALONG WHAT'S IMPORTANT

So is good teaching an intangible? Are teachers using the skills and knowledge that they have acquired through years of study and practice, and are they complementing their craft with personal experience and other intangibles?

"You have to choose the concepts that you decide are important, based on a number of criteria, some of them having to do with who the students are and your idea of how those judgments relate to what the students are going to use down the road," concludes Goss. "Most of the students who come through my course will never take another psychology course, and I have to be thinking about 'what am I going to give them that's going to make the difference in their life?' This is the only shot I have."

About the author: Joanne C. Anderson is director of marketing and publications at Northampton Community College and is co-editor of the Northampton Community College Magazine. Prior to coming to NCC, she was a writer and editor at Lehigh University. She began her career as a writer for a daily newspaper in West Chester, Pennsylvania.

EVENT BRINGS BUSINESS & EDUCATION TOGETHER

The Lehigh Valley is running out of computer programmers. Computer repair technicians also are scarce. So are machinists, welders and some other skilled professionals, employers report.

Blame it on the boom times: With local unemployment just 4.9 percent, a growing number of employers say hiring skilled workers has become difficult and expensive, when it is possible at all.

The need for skilled workers is one of the most powerful forces shaping the Lehigh Valley's labor market, employers and economists report.

The Morning Call, Allentown
January 18, 1998



"Technology is Your Future" Program Schedule

- 3-5 p.m. Open House - Center for Business & Industry
 - Tours of facilities
 - Employer exhibits
 - Information booth
- 4:30 p.m. Reception for Employers and Prospective Employees
- 6:00 p.m. Keynote Address by John Tobin, Director of Applied Technology, Siemens Corporation
- 6:45 p.m. TechKnowledge Bowl Awards
- 7:00 p.m. Closing Remarks

To help businesses from throughout the greater Lehigh Valley locate the employees they need — and to encourage more people to pursue careers in fields that will be vital to the region's future growth — Northampton has developed a unique program that brings together the educa-

tional and business sector for a day-long event called, "Technology is Your Future." The event is scheduled on campus May 20, 1998.

"Through 'Technology is Your Future' we hope to help our business partners find the qualified employees they need today," says David B. Borofsky, Dean of Community Education, "but also to look beyond that. Need spells opportunity for high school students and for adults interested in moving in new directions. This will be an excellent way for them to find out about jobs that will be in great demand in the future."

The morning session will feature programs created specifically for high school students. Nearly 200 high school students who have been hand-picked by their teachers will have the opportunity to tour the College's Technology Center. The students will attend technology workshops, talk with NCC faculty, and compete in a "Tech-Knowledge Bowl" to demonstrate their understanding of topics ranging from mathematics and science to current events pertaining to technology.

Later in the day, adults working in technical fields — and those contemplating a career change — will get their chance to meet with leading technology employers, visit their exhibits, and see NCC's state-of-the-art training facilities. A number of businesses are expected to participate as exhibitors and sponsors, giving them the unique opportunity to meet prospective employees and to interact with other professionals within the technology field.

"If the region is going to continue to prosper, business and education are going to have to work together to 'grow' the technical expertise that's needed," says NCC President Dr. Robert J. Kopecek.

John P. Tobin, renowned speaker and Director of Applied Technology Training for Siemens Corporation, the fifth largest corporation in the world, will deliver the keynote address at 6 p.m.

For additional information about "Technology is Your Future," call Janice Johnson in NCC's Center for Business & Industry at 610/ 861-4136.

"What makes a good teacher?"



Aja Werkheiser
Liberal Arts Major
Vice President, Student Senate

Someone who shows enthusiasm and who makes learning fun. I'm serious. And someone who relates the subject to things so that we can understand it better.



Edmund Akano
Computer Science Major
International Student Organization

I believe that a good teacher sends forth knowledge to students and also allows freedom for students to ask questions, to interact. I have a teacher here who brings out the best papers of the class and we discuss them in class.



Jason Cloutier
Accounting Major
Presidential Ambassador

A teacher who simulates a real-world situation by giving examples and drawing from personal experience.



Ray Tchoulakian
Radio/TV Major

I think a teacher should spark friendly debate. It's not a good sign if a teacher just lectures. He should get some kind of response — get a discussion going in class.

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