

***FUNDING:
A SAMPLE
SUCCESSFUL
PROPOSAL***

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**An Example of a Successful Proposal:
Integrating the Internet Into Classroom Instruction**

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Catawba Valley Community College
August 12, 1994

SUMMARY



The pace and content of education is changing at a rapid pace. To a large extent these changes are being driven by two forces that continue to emerge on a global scale. The first is the awareness by Western industries of the world wide competitiveness that businesses are experiencing today. Initially, this trend was seen in the basic manufacturing industries such as steel and automotive. Today other areas including furniture manufacturing and textiles are seeing their sales and prices coming under attack by international competitors.

Some companies are adapting to the conditions by management philosophies based on TQM (Total Quality Management) and employee involvement. Successes have been seen in the automotive industry where Saturn has been particularly successful.

Another trend is the development of the Information Age. Enabling this technology to develop and mature is the personal computer (PC). In a scant 14 years the personal computer has become a fixture in 24% of our homes, nationally. Locally future employees are expected to understand and apply routine uses of the PC. An exciting application of the PC is the Internet—a system of 12,000 computer networks loosely tied together on global basis. The opportunities to utilize this system to improve learning and development in the classroom is astounding.

This writer believes these philosophies and processes should not only be taught but demonstrated in the classroom. Community college students are typically employed and attending college at the same time. The potential exists to use the classroom as a laboratory to understand and test new concepts and ideas for successful integration into their management practices and behaviors.

This proposal seeks funding to enable the testing and application of these learning systems within selected classes at Catawba Valley Community College (CVCC) for the next six months. In addition, interested CVCC faculty will have access to the Internet system for familiarization and learning activities.

PURPOSE

The proposal seeks funding support to implement and demonstrate a different approach to helping students learn and understand the team-oriented philosophies being successfully applied by numerous businesses today.

OBJECTIVES

- a) To provide students with a foundation for understanding the Continuous Quality Improvement process in their business operations.
- b) To use technology for improved student learning.
- c) To develop an appreciation for the global and universal application of basic business principles.

IMPLEMENTATION

With the initial concept, I posted the following note to about 30 CQI professors and professionals around the world:.

MEMORANDUM

DATE: July 22, 1994

TO: Faculty and Industry Leaders

FROM: John L Ellis

SUBJECT: Using Internet to Implement CQI in the Classroom

In the fall quarter I will teach two PRINCIPLES OF SUPERVISION courses. For each of these classes I intend to introduce and apply the CQI principles. The objectives are:

- To provide a foundation of supervising principles based on the CQI philosophy.
- To utilize technology in the learning process.
- To develop a better understanding of the global scope of competition.
- To assimilate various inputs into one coherent, well-organized thought.
- To apply critical thinking skills to a general problem.
- To have fun!

The first class will likely include an affinity diagram to help the students focus their attention on their goals and expectations for the class. Hopefully this will provide an opportunity to minimize the effects of grading on the learning process.

Next the students will view the 17-minute tape: IF JAPAN CAN, WHY CAN'T WE? For each team of four students, a question will be assigned for research during the next week. For instance, an easier question during the first week could be WHAT DID DR. DEMING MEAN BY THE STATEMENT: MANAGEMENT IS RESPONSIBLE FOR 85% OF THE PROBLEMS?

The teams will structure well-worded questions to faculty and industry leaders who have previously agreed to work with each team by answering one question per week. Each team will present the question or topic to five individuals for comment. When the responses are received (hopefully within 48 hours), the teams will synthesize and organize the information into a five-minute talk for presentation to the class the following week.

An English instructor at our college has offered to coach the teams through the analyzing and organizing of the information.

Your responsibilities amount to answering one question per week on a timely basis. No liabilities, only your thoughtful consideration.

I would like to invite you to participate in this exciting educational venture as a LEARNING PARTNER. I expect to share the results of the class experience with all.

A list of the Learning Partners that have accepted our invitation is listed as Attachment A. Typical responses are also included.

Typical Class Schedule:

- Week 1: Orientation and initial readings re: etiquette
- Week 2: Training and typical topics for discussion
- Week 3: Off-line training sessions and first assignment question
- Week 4: Class presentations and evaluation (PDSA)
- Week 5: Modify procedures and continue with assignments
- Week 6-10: Assignments and presentations each week

RESOURCES

The Internet system will be located in the existing Learning Assistance Center at CVCC. Directed by Dr. Jeanette Sims, the facility is open for students during normal college hours Monday through Friday. Internet access will be available for a total of 40 hours per month.

The communications layout will consist of a dialup local phone connection to a 486 server fitted with new UNIX software. The server will support four existing IBM 386 computers using front-end software for protocol conversion. All four PCs can be supported by the one server.

The provider of the Internet service is Interpath-a division of Capital Broadcasting (Raleigh, NC). The company has provided local dialup service in the Hickory area for five months. Four faculty members are presently users of the Interpath service.

By late August, Interpath will provide the Hickory area with a higher speed service designed SLIP (Serial Line Internet Protocol). SLIP allows the networking of multiple users or downloading multicolor graphics and multimedia presentations.

No additional staffing will be required to support the students requirements.

**CAPITAL
REQUIREMENTS**

Interpath Services:

Setup	\$100
SLIP Fees	\$600 (@\$100/month)
UNIX Server Software	\$400
PC Communications Software	\$300
Misc. Cables and Supplies	\$100
TOTAL	\$1,500

EVALUATION

Students and staff will be asked to review and comment on how well the learning objectives were met at frequent times throughout the two quarters. These comments will be incorporated into future course offerings.

**LONG-TERM
ACTIVITIES**

The campus of CVCC is presently being wired for a communications network which will make information more readily available for students, faculty, and staff. The Internet will be available when this network is operational campus-wide in early 1994. This prototype installation does not compromise or restrict the eventual system.

PALS and Learning Partners Recognition:

APPENDIX:

LEARNING PARTNERS

NAME	<i>Jim Clauson</i>
ORGANIZATION	Roane State CC
LOCATION	Harriman, TN
EMAIL	Clauson_JR@a1.RSCC.CC.TN.US

Kate Nolan
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**TYPICAL
 RESPONSES
 FROM
 LEARNING
 PARTNERS**

John,

Looks like a sound way to get them started down the path to CQI based activities in the classroom.

How specifically do you plan to use the Internet in the research component?

I ask because Ivan, Charles, a few others, and I batted around an idea on TQM-L last year about pooling our contacts (somehow) - so that one class could 'talk' to another -or- another faculty -or- even business &

industry folks at the remote location. Could take the form of research inputs (like you referenced), interviews, position queries, etc.

I'll be teaching Intro. to Quality Management as a modern course and Developing a Quality System - using the Baldrige Criteria this fall. I hope to get Internet access again for these classes.

We could work out some interesting reciprocity agreements...

Q-Guy out.

Primary Listowner TQM-L

Jim Clauson

Director

Quality Training Programs

TQM Center

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TBR VAX: CLAUSON_JR@A1@RSCC

Internet: CLAUSON_JR@A1.RSCC.CC.TN.US

Subject: Re: Using Internet to Implement CQI in the Classroom

John,

This sound interesting. Using the Internet for CQI education enables students to gain knowledge about the net, while, at the same time, they learn about CQI by assessing the competence of people all over the world.

Last year we started a similar, but less advanced experiment, when asking students to retrieve information on several topics via the internet, among the topics we had quality in higher education. For the coming year we are planning something similar, where we even will encourage the students to join some newsgroups and mailing lists.

So, you got me.

Regards,

Kai

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Subject: Re: Using the Internet to Implement CQI in the Classroom

On Fri, 22 Jul 1994 15:58:41 -0400 (ED, John L Ellis — Catawaba Valley CC wrote: >Per the attached memo I hope that you will agree to assist in this effort.

I am intrigued by the possibilities, John, and at the rate of one question per week (if I understand you correctly), how could I say no?! Should I be reading up on Deming, or planning to view the tape?

I'd appreciate it if you would send me a copy of your course syllabus and tell me a little more about Catawaba Valley CC, the North Carolina Quality Center, and your role at each of these institutions.

Also, do you mind copy cats? I am trying to set up several pilot projects in 94-95 for 6 to 8 groups of students who would be given Internet accounts for specific instructional purposes (we've just gotten faculty on internet-no student accounts yet). I'll be asking faculty who wants to propose one of their classes for the pilots, but I think we'll have a foreign language class, a computer science class, a physics class, a developmental studies class. Unless you object, I'll describe your project to our faculty as a possible way to think about students on internet. Seems to me it could apply to many disciplines, not just Business. Let me know.

Thanks and looking forward to more information, Kathy

Kathleen Schatzberg, Dean of Academic Affairs
Rochester Community College,
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Rochester, MN 55904
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schatzbe@vanilla.r.umn.edu

Subject: Faculty Participation

Message-ID: <QE3404A0@sbea09>

I would be willing to participate in your experiment. I understand that I would be expected to provide about a two hundred word answer to one question a week sent to me by computer mail by a group of students, preferably within forty-eight hours. I assume that we are talking about one or two student groups referring one question each to me during a particular week.

Dr. Paul A. Nelson
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School of Business and Engineering Administration
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Subject: Re: Using the Internet to Implement CQI in the Classroom

John, I would love to participate in this unique approach!! I can't remember if I told you about the Process Improvement and Process Management Book that I was co-author of. I could send you a copy and would love to discuss it with you and the class, if appropriate, some time. If you need to contact me, other than email, you can reach me at:

Bob Newman #7E04
BellSouth
1155 Peachtree St. NE
Atlanta, Ga. 30367
Ph (404)249-5690 Fax(404)249-3232

. Subject: Re: Using the Internet to Implement the Deming Philoso-
. phy in the Classroom In-Reply-To: Your message of Sun,
. 31 Jul 1994 19:53:15 -1000

. Message-ID: <CMM.0.90.2.775771519.chadwick
. @uhunix.uhcc.Hawaii.Edu>

. Most willingly! John, I'm about to go public with the following. Take
. a peak! Try executing the following command. But don't pass it around
. quite yet; the files aren't quite complete enough. I'll send out an all-points
. bulletin in a few weeks, most likely.

. lynx http://www2.hawaii.edu:80/pols320/START_HERE.html

. We'll be in contact again soon.

. Dick

. Subject: Re: Empowerment - here?

. John — I feel honored! I'm not sure what a learning partner does, but
. it sounds like I would benefit also. I'm not always immediately available
. to respond back. My position is very demanding time wise. I generally do
. this kind of interaction on weekends and evenings (if I have any energy
. left). Once again, thanks for the book citation — I'm not finished reading
. it yet, but it's great!!! Laurie

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