

**Interdisciplinary Opportunities Mini-Grants
Proposal Cover Sheet**

Project Title: **Activism 101 in the Galapagos/ Ecuador Follow-up/Planning grant request**

Institution: Rollins College

Faculty/Staff Name: Les Lloyd

Faculty/Staff Department: Information Technology

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Amount requested: \$4250

Please check the appropriate boxes: curricular proposal co-curricular proposal
 planning & implementation planning only

Date grant submitted: February 15, 2007

Proposed grant period: July, 2007

Type of project: Follow-up on previous project/planning for December course
(Implementation/ revision of an interdisciplinary course/module/teaching and learning
opportunity)

Signature of faculty/staff submitting proposal _____ Date _____

Bill Boles/ RCC Director
Name of appropriate dept./div. chair

Hoyt Edge/ Dean of Faculty
Name of Academic Dean:

Signature of above chair or officer
Date: February 14, 2007

Signature of Academic Dean
Date: February 14, 2007

Evidence of institutional support is required for each curricular mini-grant proposal in the form of a letter of support from the proposal author's Department/Division Chair. For co-curricular proposals institutional support is required in the form of a letter of support from the faculty/staff mentor/sponsor and a letter from the chief student affairs officer. All proposals must be signed by the chief academic officer.

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Date received _____ By _____

Date sent to review Committee _____

Action _____ Notification sent _____

2. Summary

The purpose of our project is to address the education standards at the secondary level in Ecuador, focusing on English and technology. Ecuadorians value knowledge of English and technology because they are skills that are important in business. We have developed a creative way to supplement their education by utilizing the skills of Rollins College students and the expertise of faculty with years of experience on similar projects.

In December, 2006 a group of 26 Rollins students and four instructors traveled to Cuenca, Ecuador and worked with students in the eighth to twelfth grades. Both groups of students connected in the classroom. The high school students were anxious to learn more English and many were thrilled to use the Internet for the first time. The Education Minister traveled to the school to observe our project calling it a model for international cooperation and urging us to return to continue our work. Rollins students were equally moved by the project; many of whom called it a life-changing experience. Many of them are still communicating with students at the school via e-mail.

Rollin's mission statement shows why we are uniquely suited to this task. Rollins College mission statement reads Rollins "educates students for responsible citizenship and ethical leadership in local and global communities and empowers graduates to pursue meaningful lives and productive careers." We are committed to the liberal arts ethos and guided by its values and ideals. Our guiding principles are excellence, innovation, and community. We provide opportunities to explore diverse intellectual, spiritual, and aesthetic traditions. We are dedicated to scholarship, academic achievement, creative accomplishment, cultural enrichment, social

responsibility, and environmental stewardship. We value excellence in teaching and rigorous, transformative education in a healthy, responsive, and inclusive environment.

3. Goals and Objectives

1. Assess the progress of students at the Gabriel Arsenio Ullauri high school. Last December, we provided them with twelve computers and three Internet connections, classroom and recreational equipment and English training. We want to evaluate the lasting effects of our work six to eight months after our visit and make adjustments in our course for this year that will improve the project (this was one of the stated goals in our approved grant from last December).
2. Make adjustments in our teaching plans based on the evaluations of our work.
3. Assess the feasibility of a similar project taught in the Galapagos. We have made a contact with someone there who has schools in mind for us. We need to be able to see the schools and speak with the teachers and principal to select a school and setup the project.
4. Deal with the logistics of setting up a teaching trip to the Galapagos for some 30 people.

How we will accomplish the above goals and objectives

1. Travel to Cuenca where we will meet with students, teachers, parents and administrators at the Gabriel Arsenio Ullauri school. Through verbal communication with students, observation of their work in the computer lab and teacher feedback, determine how much of our lessons have been retained.
2. Speak with the Principal and Education Minister about the long-term effects of this progress, what reinforcement might be necessary and what next steps we should take with that school (setup another class visit, communicate by e-mail, etc).

3. Use the model we created last year to work with prospective high schools in the Galapagos to determine one that best fits with our mission.
4. Arrange housing and excursions for students to learn about the delicate environmental balance in the Galapagos to use as a context to discuss the impact of development and tourism in developing countries on such sites.
5. Determine the added costs involved for students and consider fundraising ideas that bring attention to the area to help ensure that all students interested in participating are not limited by financial constraints.

Anticipated outcomes and benefits

During the past few years, Rollins has stepped up its presence in the Galapagos, taking faculty, student and alumni groups to see and learn about the environmental, developmental and financial issues facing the region. This project will continue that emphasis and offer a model to other institutions to be able to replicate either in the Galapagos, or other remote locations.

1. Validate the outcomes from our December student trip to Cuenca, Ecuador in conversations and observations with the school community.
2. Provide a turnkey report outlining how to setup a project like this that can be replicated at other institutions. The report will discuss the logistical setup as well as the experiential portion of the planning.
3. Create a unique opportunity for Rollins students to travel to the Galapagos and teach English and computer skills at a high school on Santa Cruz or San Cristobal.

Interdisciplinary approach

Part of the purpose for this trip will be to setup a student experience that will build on the interdisciplinary approach we took last December. A copy of that report is attached which discusses that process. After the success of that trip, we feel very confident we will meet the interdisciplinary goals this year.

Timetable

The trip will take place during late June or early July; days are contingent on plane connections.

Day 1-3: Fly to Quito then onto Cuenca (may necessitate overnight stay in Quito based on plane connections). Overnight in Otavalo to purchase crafts for fundraisers.

Day 4-5: Meet with members of the school community in Llacao and observe student learning.

Make notes on successes and reinforcements needed for next year's field study.

Day 6-11: Fly to Galapagos through Quito. Meet with contact and tour possible school sites.

Setup lodging and other trip details for 30 students and faculty.

Day 11-12: Return to US

Requested budget

Budget will pay for travel for two people (no stipends), Les Lloyd and Daniell Robertson (graduate assistant). Daniell will be handling the logistical aspects of the December trip as well taking notes and assisting with the field study research and reporting:

US to Ecuador airfare:	\$600
Round trip airfare to Cuenca:	\$150
Quito/Cuenca hotels:	\$200
Galapagos hotel: (\$50-\$70 per night)	\$250-\$350
Round trip to Galapagos:	\$350
Park fee in Galapagos	\$100
Meals:	\$175
Travel within Ecuador (taxi, bus, boat)	\$250
Quito exit tax	\$38

Total: \$2113-\$2213 each for a total of \$4226-\$4426. Expenses over the grant amount will be paid personally.

Context of the interdisciplinary offering

The scope of the collaboration directly correlates with the work of the Mr. Lloyd; we showed last December how the faculty involved were suited towards the project. We have not selected faculty for December yet, but it will include those with similar backgrounds to Profs. Gunter and Hewit.

Prof. Lloyd has spent his time researching different forms of activism and which techniques

prove to be the most effective. He has made a commitment to educating the Rollins Community on the benefits of being an activist. He exemplifies global citizenship by showing that activism can take a variety of forms such as writing a letter, building a house, or volunteering in a developing country.

Anticipated impact on the discipline, the institution, and the students

The success of the project will positively impact all aspect of the surrounding environment. It will serve as a model for how disciplines can interact on another level and foster positive change in social and political issues. The interdisciplinary collaboration will reflect well on Rollins College because it will show the strides the college is willing to make towards giving their students a well rounded education.

Students who participated in previous projects, with Professor Lloyd, have commented that they were left with a memorable experience that they carried into their future studies and used as a basis for decision-making as responsible global citizens.

Evidence of institutional support

The college has shown tremendous support and enthusiasm for the project. The community supports fundraisers and volunteers ideas for how the collaboration can be improved. Not only have other professors volunteered their stories to prepare us for the successes and pitfalls of service projects abroad, they have also volunteered to assist in many useful ways. Rollins College has committed to providing twelve computers and a printer at a discounted price to be given to the Ecuadorian secondary school. The college has also committed to providing financial aid to students who are unable to cover the costs of the trip.

4. Evaluation, Dissemination, and Continued Support

The success of the project would be evaluated on three levels:

- a. Completion of arrangements for December field study course
- b. Student class enrollment (all but guaranteed)
- c. Creation of workbook that other faculty can use to plan similar trips.

The evaluation of each of these is very straightforward because each one is a tangible result. We will complete them, therefore they will be successful.

Plans for dissemination of results

Prepare and execute a presentation at the annual Faculty Day of Scholarship.

Prepare and give a presentation at the spring ACS-CIO.

Prepare and distribute workbook on how to put such a project together at other institutions.

Personal/departmental/ institutional plans for continued support of this interdisciplinary offering beyond this proposal.

We expect the course to continue and expand over time. We expect to continue team-teaching this first-year course for the foreseeable future involving faculty from other departments.

5. Literature Cited

We did not make any specific references to literature in the proposal.

6. C.V. of Faculty Participant

Please see attached.

7. Resume of student submitting Proposal

Not applicable

8. Disclosure Statement

There is no other current or pending funding.

END OF MINI-GRANT APPLICATION

APPENDICES FOLLOW

**Final ACS Interdisciplinary Mini-Grant Report
Rollins College, Dec. 2006**

Name of Person(s) Submitting Report: Les Lloyd, Scott Hewitt, Mike Gunter, Joe Hughes

Email: lloyd@rollins.edu

Phone: 407 646-2303

Institution: Rollins College

Title of Project: Activism 101: Making a difference Locally and Globally

Dates of Project: Dec. 9 to Dec. 22, 2006

Amount Awarded: \$6,800

Full Contact Information:

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1. Original Goals and Objectives

1. Provide the Gabriel Arsenio Ullauri School with twelve computers.
2. Teach students at the Gabriel Arsenio Ullauri School how to use computers proficiently
3. Teach the students basic English and conversational skills.
4. Provide Rollins' students with a better knowledge of Ecuadorian culture
5. Examine tensions between economic development and environmental protection.
6. Examine how student activists from Rollins College, can impact the lives of students in a developing country.
7. Develop a model for interdisciplinary collaboration that will inspire other colleges to create similar collaborations.

2. Changes in Goals/Objectives during course of the project.

Our major goals and objectives did not change during course of the project. Three faculty members and an Information Technology consultant coordinated a group of twenty six students in instruction of secondary school students at Gabriel Arsenio Ullauri in the rural Ecuadorian village of Llacao, highlighting each of the seven items noted above.

3. Examples as to how goals were met:

This project was a resounding success on all three levels we targeted, Ecuadorian students, Rollins students, and Rollins faculty collaboration.

Looking to just the technical hardware itself, Joe Hughes prepared twelve laptops and one printer with appropriate programs and images before leaving the states. Once in Ecuador Mr. Hughes organized the installation and maintenance of all twelve computers and printer including an internet connection and computer network. He made sure the machines ran efficiently and left the school with the tools and knowledge to repair minor problems with the machines. Ecuadorian students and teachers alike clearly appreciated these improvements and could not wait each day to test them out. Using existing phone lines, we were able to provide Internet access on three of the computers and cover the costs of that access for a year.

Rollins students spent all semester preparing for this project by doing research on Ecuador and preparing lesson plans to use with Ecuadorian school children. The students had classes on instructional strategies, conversational Spanish, and the culture/traditions of Ecuador.

During a five day week, Rollins students, in teams of 3-5, took full responsibility for the instruction of students in grades 8 through 12, from the first bell in the morning to the last bell at the end of the school day. There were six teams of Rollins students, one each for grades 8, 9, 10, 11 and 12, and one computer skills team.

Prior to each school day the teams met and planned activities for the Ecuadorian students, including icebreakers, group games, traditional teacher led instruction, small group academic activities, and even creative dramatics. The teams of Rollins students also led more informal learning periods that included hikes, outdoor games, and small group chat sessions. All of the above instructional activities were designed to build the English language skills and computer proficiency skills of the Ecuadorian students.

In addition, Rollins students acquired a better knowledge, understanding, and appreciation of Ecuadorian culture, including the complex interaction of economic and environmental systems in both the cities and rural areas. They gained a better understanding of the family structures, the tight bond among members of a rural community, and the importance placed on education by families in a rural community.

4. Describe Evaluation/Assessment Process

As noted earlier, the success of our project was evaluated on three levels:

- a. Ecuadorian student success
- b. Rollins' student success

c. Success of faculty collaboration

Ecuadorian students performed remarkably well. Several Rollins teams reported that the Ecuadorian students they were working with either knew or acquired a great deal more understanding of English over a short period of time (one week). Each Rollins team wrote a daily reflection that focused on both individual and group progress among their Ecuadorian students.

Rollins students excelled too, although not without expected minor obstacles along the way. Their main responsibilities were to:

- have daily lesson plans prepared for class using their progress from previous days to plan future lessons
- make strong, well thought out decisions and act as a team
- demonstrate leadership abilities
- demonstrate a clear, organized problem solving strategy.
- make positive choices during off time that allowed them to be at their best during teaching time
- demonstrate an understanding of Ecuadorian culture when dealing with individuals both in and out of school.

Using daily observations as well as an end of the trip reflection paper for each student, we found students, on the whole, performed remarkably well. Examples to support this conclusion are included in some of the narratives in the appendix to this report.

Finally, the three faculty members supported one another throughout the trip in addition to teaching and working with the students together. We were able to overcome the conventional multidisciplinary format where the different strengths of faculty members are never fully integrated with one another. That is, as much as possible, we emphasized more of an interdisciplinary format, one that tried to force students to see connections between their service learning, education, poverty, environmental resources, job opportunities, language and technical resources, pollution and historical/cultural context, among others.

5. Lessons Learned

As with any trip several lessons were learned. Of course the Ecuadorian students learned a great deal of English and computer skills during the week, but they also developed emotional ties with various Rollins students. This was clearly the case on Friday afternoon when it was time for us to leave for the last time. A number of the young Ecuadorians cried, others hugged Rollins students, and others showed their sadness and appreciation by writing notes, offering gifts, and performing traditional dances during a special ceremony.

The Rollins students undoubtedly learned many lessons as well. They realized how much time and energy it takes to plan and carry out worthwhile learning activities for 5-6 hours a day with younger students. Most if not all were exhausted by the end of the school day, and slept on the bus ride back to the hotel. They also learned a great deal about young people in Ecuador, their values, their language, their families, and their dreams. In addition, they learned how to work

together in teams, including how to lead one minute, and how to follow the next minute, how to help each other during instruction, how to gauge which activities should be repeated or not, and how to motivate each other to be at their best at all times.

As far as lessons learned among the faculty, our intent was to take as many students as possible on this trip but there were definite trade-offs to this objective. While at times the size of our group was not a problem, at other times it served as a distinct handicap. Thirty total persons can be difficult to manage logistically, particularly on group tours or group dinners. Fortunately, there were a number of times our size was also an asset, and students still had the opportunity to engage Ecuadorian students in smaller groups of three to five, throughout that stage of the trip. Outside of our high school teaching experience, Rollins College students also were able to participate in a number of smaller group events, from hiking El Cajas National Park to bartering with vendors in Otavalo.

Rollins students had a much better experience teaching slightly older students than they previously at an elementary school. Eighth to twelfth grades seem to be the perfect levels for this type of program.

6. Sharing of results with ACS colleagues and beyond

In addition to sharing results with ACS colleagues on the consortium webpage we will prepare and execute a presentation at the annual Faculty Day of Scholarship at Rollins College. We will also prepare a paper to be published in affiliation with the Faculty Day of Scholarship.

It is our hope to encourage the continued discussion and planning among Rollins College and other ACS schools to collaborate Activism courses. We also would like to create an intercollegiate discussion about Activism among faculty and the student body emphasizing the symbiotic relationship that can be developed between college students in the United States and students in Ecuador (or other Latin American countries).

7. Follow up Steps

We expect this particular Ecuadorian Field Study course to continue and expand over time. We expect to continue team-teaching this first-year course for the foreseeable future involving faculty from other departments. In addition, we hope other colleagues, both at Rollins and within the larger ACS consortium, will use the course as a model to at least partly replicate as they consider implementing their own field study courses in other parts of the world.

We met with two officials from the Centers for Interamerican Studies (CEDEI) while in the city of Cuenca and the Azuay province. Steven Wille, Executive Director, and Mark Odenwelder, Director of International Programs, may serve as helpful contacts down the road for not only future Rollins initiatives but also the ACS at large. CEDEI runs both fall and spring semester study abroad programs based out of Cuenca, Ecuador.

Finally, we hope to revisit this school either during the school year or during a trip to Ecuador

Appendix 1: Trip Report

The Activism 101 field study was conceived to give students a practical application of what they learned in their Activism 101 Rollins Conference courses in addition to other courses they may have taken in leadership, politics or economics. Students studied Ecuador during the fall term in preparation for their trip. The RCC group was joined by several upperclassmen as well as the Peer Mentors from the course.

Before going to Cuenca to start our teaching, we stopped in Guayaquil. Two of the highlights of that trip were the hundreds of large paper maché statues for sale and the iguanas. The statues are purchased and burned on New Year's Eve to burn away evil spirits. The iguanas have lived in the same park for some 50 years and have learned that there's no point in leaving their little oasis; iguanas are actually exported from this park to other parks in the city!



The school we taught at was in a remote village at the top of a mountain called Llacao. It's a "technical" high school, meaning they teach some math and sciences, and most of the students are pretty smart. The parents pay the salaries of the teachers because it's cheaper than sending their students on public transportation to a school in the city of Cuenca. The school goes to 12th grade right now, but students aren't eligible for college without completing another year. So, the parents (almost all women) are building a 2 story extension onto the school so they have room for another classroom. The average income of families here is about \$140-\$300 per month. The kids are smart and spirited. Some have trouble accepting women as leaders, but by the end of the week, our students had them under control. We taught English and computer skills; some taught Math and even Physics to go along with the English. During breaks or as active teaching exercises, they took our students on hikes.



The picture above is a small hill located next to the school, which you can see behind the students on the right. In the picture to the right, students ascended a mountain to reach the cross.



The classrooms are absolutely bare, except for a whiteboard and one marker. When a marker dies, the principal gives them another, no erasers. There are no books or materials except the couple of books and notebook the students have in their bags. This holds true for the school itself, aside from 10 year old computers, there were virtually no other supplies. Students bring their own soccer balls if they want to play during break.



The 12th grade classroom

On our first day of teaching, our ninth grade Rollins teachers went in to teach English and found their class had absolutely no English knowledge. They had planned a lesson based on some skills, so they had to work on the fly. The next day they revised their plans accordingly. In the late morning, they went on a hike and two of our students were talking. One of the Ecuadorian students laughed at a joke at which point the Rollins student said "you know English, don't you?" and they all started laughing! So, another revised lesson plan on the fly, and they continued from there.

At 10 am they get a 40 minute break, that's lunch. Most go to a little store on the periphery of the school and have a small hot dish or junk food.

By the second day of teaching, our students told us they didn't want any more comments from us, that they had it under control, so we sat in banishment in the principal's office! But they were right, they had absolutely made the right adjustments to their teaching and we had a very emotional goodbye. The school asked us to come back; some of the students tried to barricade the bus from leaving!

Professor Mike Gunter gave a very engaging and interactive talk on lessons learned about Ecuador, its economy and environment in preparation for our visit to El Cajas. The students really responded well to it, even though it was delaying their dinner! El Cajas is a park with over 200 glacial lakes. It's stunning and bare at the same time, and 12,000-14,000 feet up! It was around 45 degrees and very strenuous.



El Cajas National Park

At the end of the week, we went shopping for supplies the school needed most. We bought white board markers and erasers, sports equipment (volleyball is their second most popular sport, they had poles but no net or balls), books and games to help teach English and other classroom

supplies. We also bought a cordless phone for the secretary because in order to answer the principal's phone, she had to make a 30 yard dash from her office each time it rang.

To conclude our trip, we visited Quito and Otavalo. In Otavalo, we saw the crater lake of an extinct volcano and then rode bicycles almost 14 miles down the volcano.



Students participating in the trip had their own comments about their experiences:

Our actions with each other truly spoke louder than words, especially with computers...as I got more comfortable talking to the students in Spanish, they became more comfortable talking to me in English. We were able to learn from each other... La-Ron Bowden '07

Traveling to Ecuador was an opportunity I first viewed as impossible.a far and distant idea to me since I have never left the country nor could I gather the money to do so. Though, with enough help and a little work, my dream would soon come true. Melanie Acobe '10

Working with students also led me to another realization that I want to join the Peace Corps after my four years at Rollins College. After the Peace Corps speaker in our class earlier this term, I kicked around the idea...Later that night I realized there was nothing better for me to do after college than to join...; it would allow me to see the world and experience new cultures while at the same time I would be doing something for the betterment of people.

Joe Naranjo '10

It was amazing to see how genuinely interested in learning these students were because every day they were on the edge of their seats and paying attention. I know that when I was in high school ,I was not as eager to learn.

Elyse Moore

Where will these children be in ten years? I hope we have motivated at least one of them to aim towards college, but know that the odds are against them.

Julia Haley

This trip has opened my eyes to all the opportunities that are out there for me. I plan to study abroad as much as possible. I want to experience all the world has to offer.

Matt Gilbert

...field studies allow the lessons taught in a classroom to become invaluable information backed by hard evidence. We take classes every day where we hear about the poverty, economic and political problems of other countries, but we rarely have the opportunity to see them first-hand.

Kayla Florio '09

Les Lloyd
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407-421-8128

Education:

Rensselaer Polytechnic Institute
M.B.A., B.S. Interdisciplinary Science

Career History:

Rollins College (1996 to present)

Chief Information Officer (Asst. VP, I.T. – 1996-1998, Assoc. VP, I.T.- 1998-2006)
Responsible for all areas of computer, media and network support including the Help Desk, instructional technology, training, hardware support, Banner support, network design and implementation. Supervise a staff of 30 with a budget of approximately \$3.5 million. Teaching or have taught courses in Activism, Managing I.T., Technology in the Year 2000 and others.

Lafayette College (1988 to 1996)

Director, Computing Services (Director, Academic Computing Services- 1988-1991)
Promoted with responsibility for both Academic and Administrative Computing. Combined staff of 15; budgets exceeding \$2 million.
Implementation of Banner administrative system completed in June 1996.
Work closely with Libraries on technology issues.

Drew University (1985 to 1988)

Director, Academic Computing Services (promoted from Manager in 1986)
Supervised operations of the Academic Computer Center and coordinated day to day operations including the distribution and support of 400 personal computers each year, faculty, staff and student support. Managed implementation of innovative phone and network system.
Instructor in Computer Science.

Books/Journals:

Editor, *Best Technology Practices in Higher Education*, Information Today, Medford, NJ, 2005, 170 pages

Editor, *Campus Wide Information Systems*, quarterly journal, MCB University Press, West Yorkshire, England, January, 1993-2003

Editor, *Teaching with Technology*, Information Today, Medford, NJ, 2000, 403 pages

Editor, *Technology and Teaching*, Information Today, Medford, NJ, 1997, 366 pages

Editor, *Administrative Computing in Higher Education: Issues in Enterprise-Wide Networks and Systems*, Information Today, Medford, NJ, February, 1996, 211 pages

Editor, *Campus-Wide Information Systems and Networks*, Meckler Publishing, Westport, CT, May, 1992 350 pages

Editor, *Using Computer Networks on Campus, Volume 2*, Meckler Publishing, Westport, CT, December, 1991 150 pages

Editor, *Using Computer Networks on Campus, Volume 1*, Meckler Publishing, Westport, CT November, 1991, 137 pages

Papers/ Professional Accomplishments:

- Getting More from Banner**, SCT Summit, 2003
- Getting More from Campus Pipeline**, SCT Summit, 2002
- Peer Reviewer**, Gustavus Adolphus College, 1995
- Let's Stop Blaming Anyone**, *Edutech Report*, May, 1993
- Critical Thinking: Focus on Science and Technology*
- The Printing Press and the Computer: Technology and the Historical Imagination**; pp. 235-244
The Institute for Critical Thinking, Montclair, NJ, 1992
- EDUCOM Network Consultant**, Agnes Scott College, February, 1992
- Balancing User Friendliness with Institutional Resources and User Commitment**
CAUSE/EFFECT, CAUSE, Volume 14, Number 4, Winter 1991
- Co-editor**, *MeckJournal Electronic Journal*
Meckler Publishing, September, 1991 to 1994
- The Importance of Student Employees in Academic Computing**
ACM SIGUCCS Conference, November, 1991- Seattle, WA
- Co-Editor**, *Academic and Library Computing*
Meckler Publishing, February, 1991 to June, 1992
- Critical Thinking: The Printing Press and the Computer**
Montclair State College, Institute for Critical Thinking, October, 1990
- Grant Evaluator**, Raritan Valley College, Network Planning Grant, September, 1990
- Why Administrative and Academic Computing People Hate Each Other** with Nikhil Sathe, '90, *Edutech Journal*, August, 1990
- The Mexican Academic Network: Forming a BITNET-type network in Mexico**: CONACYT: The National Committee on Science and Technology, July, 1988-
Mexico City, Mexico
- Alternatives in Documentation: Support without all the Work**
Academic Microcomputer Conference, April, 1988- Indiana University
- The Inter-Collegiate Documentation Exchange**
ACM SIGUCCS User Services Conference
October, 1987- Kansas City, Missouri
- ACM Peer Review Team Member**, Lafayette College, June, 1987
- Integrating Computers into the Curriculum**
Xian Technical University, June, 1987- Xian, China
- Supporting the Traditional Mainframe User and the Personal Computer User**
ACM SIGUCCS User Services Conference
September, 1986- Montreal, Canada
- Integrating Computers into the Curriculum:**
ASCUE Conference, June, 1986- Myrtle Beach, S.C.