ABSTRACT
        This plan for improving community college instruction
uses an in-service training program as a primary vehicle for change.
The objectives to be achieved are: (1) develop a climate for
educational innovation, (2) develop individual initiative in
professional growth, (3) coordinate training resources, faculty
efforts, and college goals, and (4) increase accountability in use of
in-service training resources. These objectives can be achieved only
if there is agreement on using in-service training funds for programs
with measurable outcomes, finding training with ultimate
applicability to student learning, and supporting the instructor in
his efforts to seek self-betterment through in-service training. An
implementation model based on both program and instructor evaluation
is put forth. The "right-to-creative-failure" is stressed as a means
of insuring imaginative professional behavior from instructors.
Finally, this is related to student desires for what constitutes a
"good" and "bad" instructor. In-service training techniques other
than the traditional university, hours-of-credit orientation are then
explored. (AL)

INSERVICE TRAINING AS AN INSTRUMENT

FOR CHANGE

By

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PREFACE

The importance of state level leadership in the development of
community colleges is just beginning to receive the attention of those
who study higher education. For many years most concerns over improvement
in colleges and universities were expressed via institution leadership;
during the past few years, however, increasingly state level leadership
has assumed a more active role in improvement for government.

With help from the W. K. Kellogg Foundation, the University of
Florida/Florida State University Center for State and Regional Leadership
(Southeastern Community College Leadership Program) has been able to
provide an opportunity for those staff members of state level agencies
to take time cut from their regular routines to study and to work on
special projects. This short term fellowship has provided a number of
studies to be carried out: one on upper division universities, one on
a statewide MIS program, one on preservice faculty preparation, and
others still in the planning stages.

Dr. Lefforge, from the Community College System of Hawaii spent
several months preparing this plan for improving instruction. His
study included not only many hours in the libraries but also many
conferences with recognized leaders in the community college field. A
major contribution resulting from his study is the listing of performance
objectives for an inservice program. The result is a plan in which he
will be involved for implementation upon his return to Hawaii. The proof
of his pudding will be found in his own eating; however, many other state
level leaders may find that they will wish to join him at the table.

The UF/FSU Center for State and Regional Leadership would be pleased
to receive information from other states who use the concepts presented
herein.

We are indebted to our colleague for his comments, suggestions, and
review of the project--Louis W. Bender--Florida State University.

<div align="right">

James L. Wattenbarger
University of Florida

</div>

September, 1971

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       University of Florida.

I.   THE PROBLEM

Few Community College personnel contest that inservice training
is needed or that its only justification is to increase student learning.
Yet the results of improved methods for increasing student learning
through inservice training are seldom evaluated against that input.[1]

Several conditions contribute to this paradox. Student learning
in the affective domain and in the higher levels of the cognitive
domain are difficult to measure, and the preparatory training instructors
have received has not been geared to such an emphasis in teaching. More
immediate, the colleges themselves often have not insisted that inservice
training be related to outcomes in student learning. They have not
established specific guidelines for using inservice training resources,
nor have they adequately involved their faculties in the planning phases
for the training.[2] When salary increases come from amassing credit hours
at the university rather than from developing innovative improvements,
there is no urgency to put training in action.

II. OBJECTIVES

This situation calls for a different approach to inservice training,
not so much in content as in the philosophy of its administration. This
paper outlines such a philosophy and includes procedures that might be
used to make inservice training more efficient. Specifically, it has
the following objectives:

   1. To develop a climate for educational innovation upon the campus.

   2. To develop individual initiative in seeking professional
       development.

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3. To coordinate inservice training resources and faculty effort with the short and long range educational goals of the college.

4. To increase accountability in the use of inservice training resources.

III. THREE PROPOSALS

As a basis for developing a program to serve the above objectives, there must be united agreement on these propositions:

1. <u>That inservice training funds be used only for those training programs which are planned to result in measurable outcomes.</u>[3] If the refresher course in physics can be shown to result in improved procedures for increased learning, and there is sufficient need, then it merits fund support. But outputs in student learning, not credit hours, should be the guiding principle.

    Why this insistence? Community Colleges are performance-oriented, therefore inservice training resources should bear the performance stamp.

    Admittedly, it is difficult to establish direct student learning outcomes for some valuable inservice training projects. However, there are concrete indicators of program effectiveness, such as the development of performance objectives, individualized instructional procedures, organization of supporting materials, or emphasis on instruction which shows where possible the different levels of the psychomotor, cognitive, and affective domains. Implementation of such procedures will pinpoint the means and goals of instruction and facilitate the measurement of learning outcomes.

2. <u>That responsibility for seeking inservice training and for making it applicable to student learning rests with the individual instructor.</u> Others can and should assist him, but he must shape the training program, work out the manner in which it will be reflected in the classroom, and construct the evaluation procedures.

This is a reversal of usual responsibilities. It is based on the need to place as close together as possible capability, responsibility, and accountability. Only the instructor can identify the training needs he really wants to meet; only he can implement the changes in his instruction resulting from training; and only he can make the evaluation become an instrument for further development. His involvement in every aspect is therefore essential.

3. <u>To carry out his added responsibilities for inservice training, the instructor must have support.</u> Financial resources must be within reach. He must have outside assistance and advice if he wants it, and he must have reinforcement in his efforts to induce change. The instructor needs some one or group outside the classroom to encourage him and to share with him the full weight of responsibility should there be criticism. Also, his efforts should count toward merit raises and salary range advancement. If the practice of automatic advancement on the basis of credits, degrees, or time in service cannot be reconsidered in light of teaching performance, then certainly an equal consideration should be given efforts to increase student learning through improved instructional programs.

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IV. IMPLEMENTATION

Since shifting the responsibility for inservice training to the
faculty is an administrative decision, the administration must start
with its implementation. Development of a supportive atmosphere is
the most essential element. B. Lamar Johnson stresses the importance of
faculty "right to fail" guarantees as a condition for innovation.[4]
This element is particularly important in the "middle management" levels
of the college--the department and division heads, the registrar,
counselors, etc., for opposition from this segment can defeat the desires
of those both above and below in the organizational structure. The
faculty must feel safe in examining itself openly and in being examined,
and free when trying something different. Encouraging faculty members
to venture out on new techniques, to try and fail and try again is not
different from the problem of getting students to do the same in the
classrooms; basic to both are the words, deeds, and expectancies of those
in positions of authority.

To start, the governing bodies of the college, which should include
the Board of Trustees or Regents, as well as campus administrators, must
decide if they really want a faculty to be venturesome in trying new
instructional approaches. The decision must be made with the under-
standing that experiments take both time and effort, and therefore cost
money. But it must also be known that not to experiment and change will,
in the long run, be even more costly.

In making these decisions, faculty representatives should be
brought in from the start and policy guidelines worked out cooperatively.

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If the faculty is reluctant, the underlying reason for the changes may be laid before them: the increasing demand everywhere for accountability as educational costs mount; the necessity to convince the community of the college's sincerity at increasing learning; the need of every instructor to have evidence of his effectiveness at tenure and promotion time. Procedures which keep faculty members informed of developments at every phase and respond to their concerns are slow at the start, but in the long run are infinitely more efficient than direct dicta, regardless of their virtues.

Process and Procedures

Part of the acceptance of this plan may hinge on how the approach might be implemented. Figure I is a schematic representation of these activities and functions.

1. Establishing a Base-Line of Individual Proficiency

From the schematic it may be seen that the instructor must first assess his own strengths and weaknesses. These can be determined from two sources: (1) Lists of performance objectives known to be relevant to work in the community college, (Performance Objectives for Community College Instructors included later in this paper will serve as a beginning), and (2) Evaluations of the instructor's own performance from such sources as:

Student evaluations of the instructor,

Student evaluations of the course,

Peer evaluations of the instructor,

and Department head evaluation of the instructor.

FIGURE I

PROCESSES FOR FOSTERING CHANGE THROUGH

INSERVICE TRAINING

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┌─────────────────────────────────┐
│ Establishing Individual         │◄─────────┐
│ Base-Line Proficiencies         │          │
└─────────────────────────────────┘          │
┌─────────────────────────────────┐          │
│ Developing Individual Goals     │◄───────┐ │
│ for Instructional Improvement   │        │ │
└─────────────────────────────────┘        │ │
┌─────────────────────────────────┐        │ │
│ Enlisting Others with Like Goals│◄─────┐ │ │
└─────────────────────────────────┘      │ │ │
┌─────────────────────────────────┐      │ │ │
│ Request for Inservice Training  │◄───┐ │ │ │
│ Assistance                      │    │ │ │ │
└─────────────────────────────────┘    │ │ │ │
┌─────────────────────────────────┐    │ │ │ │
│                                 │    │ │ │ │
│                                 │    │ │ │ │
│ Evaluation Committee            │    │ │ │ │
│                                 │    │ │ │ │
│                                 │◄───┘ │ │ │
└─────────────────────────────────┘      │ │ │
┌─────────────────────────────────┐      │ │ │
│ Using Available Resources       │      │ │ │
└─────────────────────────────────┘      │ │ │
┌─────────────────────────────────┐      │ │ │
│ Receiving Inservice Training    │      │ │ │
└─────────────────────────────────┘      │ │ │
┌─────────────────────────────────┐      │ │ │
│ Initiating Programs to Increase │      │ │ │
│ Student Learning                │      │ │ │
└─────────────────────────────────┘      │ │ │
┌─────────────────────────────────┐      │ │ │
│ Evaluating Learning Results as  │      │ │ │
│ Prescribed in the Design        │      │ │ │
└─────────────────────────────────┘      │ │ │
┌─────────────────────────────────┐      │ │ │
│ Evaluation Committee Report     │      │ │ │
│ to the President                │      │ │ │
└─────────────────────────────────┘      │ │ │
```

Various evaluation forms are available in the literature, some perhaps more suited to one campus than others. Or, each college, each department, or even each instructor may choose to prepare its own. Instructors who are particularly threatened by student and peer evaluations, or who feel the tests do not measure things they want to accomplish through their teaching, might even be permitted to seek evaluation on just one factor at a time, lest an evaluation of the total performance be so hurtful as to incapacitate the instructor for change. After the first step, the second should not be too difficult, the goal being to accept the instructor where he is and move him forward. Unless some cross-campus comparisons are to be made--a practice which would kill a spirit of openness so necessary to experimentation, very little is served by administering the same test to everyone. Since the instructor is the only person who can do the changing, letting him or his department construct the evaluation form is in harmony with decentralizing the locus of responsibility.[5]

The non-tenured instructor presents a special problem. The administration needs to know if he should be retained, and the instructor is entitled to know if he is meeting the expectations of his superiors. Everyone is in difficulty if there have not been regular evaluations, follow-up conferences, and ample warning when things are not going well. For the non-tenured faculty member, establishing a base-line of individual proficiency must be a cooperative effort between the instructor and his superior. Such a procedure as the following may be used.

At the end of the first six months of the contract and every six months thereafter until the probationary period is over the instructor meets with his department chairman to discuss what the instructor is doing well, what he is doing poorly, and what the instructor himself feels he can do to become a better instructor. Implicit in this procedure are regular classroom visitations by the department chairman. After each six months conference, the chairman prepares a written report. In it he summarizes his evaluations and recommendations, which he dates and signs. One copy goes to the instructor's personnel file at the college; another to the instructor, who has the right to submit a rebuttal. In this event, the rebuttal is attached to the report and filed with it. This arrangement prevents a surprise administrative move against the instructor, it gives the administration ample evidence for terminating the instructor's services should this be necessary, and it obliges the supervisor to know what constitutes good teaching and whether it is taking place in his department.[6]

2. Developing Individual Goals for Instructional Improvement

After the instructor assesses his base-line of individual proficiency, he decides his objectives for professional growth. Hopefully, as with establishing his base-line of individual proficiency, he will be able to make use of the suggestions of his associates. Goals should be thought through in terms of the instructor's ultimate performance objective, and alternate means of achieving them (for some, inservice training might not be required). He must clarify how the training will help bring about

the classroom performance, and especially, how the student learning which is expected to result will be evaluated. The instructor, for his own protection, as well as for the perfection of the training program, should get approval for the evaluation instrument so that when the evaluation is completed, it is useful to him in tenure and salary matters. As the program continues, the goals and mode of evaluation may need changing. Approval should come from the dean of instruction, the department head, or as will be discussed later, from the Evaluation Committee. Free and open discussion makes such flexibility possible.

Care must be taken at this stage that the instructor understands that no penalties result when an effort, properly carried out, fails. Rather, emphasis here is on aiming for improvement in student learning and on efforts to measure learning outcomes more accurately.

Figure II[7], which embodies the above features, can be used by the instructor to submit his individual goals for instructional improvement to the Evaluation Committee. The format calls for training objectives, alternate approaches to meeting these objectives, ways in which training will help, benefits expected, and method of evaluation. The Evaluation Committee may suggest changes in any portion, particularly Parts IV and V which have to do with narrowing the ultimate student learning goals, and with methods of evaluating the results. When possible, other instructors with similar training goals, or whole departments with a single objective, will be grouped to facilitate training objectives.

<u>FIGURE II</u>

INDIVIDUAL GOALS FOR INSTRUCTIONAL IMPROVEMENT

Name_____Date_____

Division_____ Department_____

Assisting Supervisor_____

I. In the space below specify the performance objective you wish to
    achieve for yourself during the next three years:

    1._____

    _____

    2._____

    _____

    3._____

    _____

II. List alternative methods (pathways) in order of priority for reaching
    these objectives:

Objective No.____ Programs Desired	<u>Earliest</u> <u>Date of</u> <u>Completion</u>	<u>Expected</u> <u>Date of</u> <u>Completion</u>	<u>Latest</u> <u>Date of</u> <u>Completion</u>
1._____	_____	_____	_____
2._____	_____	_____	_____
3._____	_____	_____	_____
3._____	_____	_____	_____
4._____	_____	_____	_____

Objective No.____ Programs Desired	<u>Earliest</u> <u>Date of</u> <u>Completion</u>	<u>Expected</u> <u>Date of</u> <u>Completion</u>	<u>Latest</u> <u>Date of</u> <u>Completion</u>
1._____	_____	_____	_____
2._____	_____	_____	_____
3._____	_____	_____	_____
4._____	_____	_____	_____

Name_____

Objective No____

	Earliest Date of Completion	Expected Date of Completion	Latest Date of Completion
Programs Desired			
1._____	_____	_____	_____
2._____	_____	_____	_____
3._____	_____	_____	_____
4._____	_____	_____	_____

III. In the spaces below describe briefly how each program (II) is expected to contribute to the attainment of a specific performance objective (I):

Objective No.____

Program No. ____ _____

Program No. ____ _____

Program No. ____ _____

Program No. ____ _____

Objective No.____

Program No. ____ _____

Program No. ____ _____

Program No. ____ _____

Program No. ____ _____

Objective No.____

Program No. ____ _____

Program No. ____ _____

Program No. ____ _____

Program No. ____ _____

Name_____

IV. Identify student learning benefits expected to result from this
     training for each objective:

     1._____

     2._____

     3._____

V.   Explain by objective how you will evaluate the results of this
     training:

Most important, once the committee has approved the individual goals, it joins forces with the instructor in arranging for the training, advising, and in carrying through with the evaluation. Thus, whatever the outcome, the instructor does not stand alone.

Each instructor, as well as the Evaluation Committee and the dean of instruction, should maintain a permanent record of professional development. It would consist of self-evaluations, peer and administrative evaluations, student evaluations, objectives and plans for professional development, and records of innovative efforts, experiments, improvements, and results.

3. The Evaluation Committee

This committee has six functions--it:

(1) Receives all inservice training proposals and in dialogue with the instructor suggests alternatives,

(2) Decides on allocations of inservice training resources,

(3) Advises on methods of evaluation,

(4) Reviews evaluation results,

(5) Reports on the effort to those in charge of remunerations. The instructor receives a copy of the report and has the right of appeal,

(6) Reports training priorities, objectives, and evaluations to the state's central office.

Obviously this committee plays a crucial role. Since the proposals grow out of an assessment of both courses and instruction, and since whatever the committee accepts it reinforces, institutional development is largely in its hands. The committee, or key indivi-

dual in it serve as "change agents"[8] or as "learning specialists," having the capacity to "stimulate creative thinking and planning and the ability operationally to support experiments."[9] So its composition is extremely important.

Certainly the dean of instruction belongs here. As the operations of this committee are at the center of his major responsibilities as dean, he should probably be the committee's executive chairman. The Faculty Senate, the political center of campus, should have a voice here, as should representatives from the liberal arts and the occupational faculties, and from the student government. A specialist in research design (perhaps the Director of Institutional Research) should be on the committee, as should the Director of the Audio-Visual Center.

The committee must maintain liaison with all parties concerned. It should keep some member of the Board of Trustees or Regents well-informed of committee operations. The committee may wish to set program priorities or long range training plans to cope with campus-wide training needs, in which case it should consult with the faculty beforehand and inform it of any decisions made.

It might be argued that this committee bears too great a burden. If it does its work properly in guiding the training and in quality control, it will have a great deal to do. Doubtlessly, load reductions may be called for. However, it does have the power to delegate, and much of the detailed planning should be delegated. At the start, direction, assistance, and the devel-

opment of an experimental climate are called for more than are fine-line
judgments of the outcomes from a learning experiment.

Performance Objectives for the Community College Instructor

To assist colleges determine what might be useful areas for their
inservice training, a list of 58 performance objectives relative to
desirable functions of an instructor were drawn up. Objectives fell into
four areas: Community College Philosophy, Student Centered Curricula,
Artistry in the Teaching Technique, and Administration.

To determine likely training priorities, these 58 performance objectives
were presented to a panel of five University of Florida professors who work
in community college training programs, five community college administrators
from colleges in Florida, and five Florida community college faculty members.
Each panelist was asked to check each objective on a three-point scale of
desirability ranging from *Nice to Have,* to *Ought to Have,* to *Must Have.*
Further in their ranking, the panelists were also asked to differentiate
between faculty new to the college and those who had been with the college
for ten years.

The objectives and tallies of the panelists appear in Table A below.
(To illustrate the meaning of the tallies, it may be seen from Objective
No. 1 that three University of Florida professors, four college administrators,
and three college faculty indicated that this achievement would be *Nice to
Have,* one each indicated *Ought to Have,* and one professor and one instructor,
but no administrator, indicated that the faculty *Must Have* it. Tallies for
faculty with ten years of experience can be read similarly.)

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This study supports three conclusions:

1. The fifteen man panel had high agreement on only a few performance
    objectives in the *Must Have* column. Only twelve objectives
    received nine or more out of a possible fifteen tallies, and these
    had to do with the instructor with ten years of experience. No
    objectives for the beginning instructor received that high a tally.
    Two objectives, Nos. 5 and 11, received counts of eight; Objective
    No. 12 received six tallies; the rest were very low, (See Table A
    below).

    These findings suggest that for the beginning instructor
    relatively few of the competencies in this listing are definitely
    expected by these three groups. Perhaps the levels of competency
    suggested are too high. But if this is the case, it raises
    questions as to what should be the content of training, for in
    the *Ought to Have* columns for the beginning instructors only six
    objectives (2, 8, 14, 15, 17, and 20) received nine or more tallies,
    and in the experienced instructor columns only seven objectives
    (21, 22, 27, 28, 42, 57 and 58) received nine or more tallies.
    Objectives receiving high *Ought to Have* tallies for the beginning
    instructor tend to duplicate a number of those listed in the *Must
    Have* column for the experienced instructor. Many of these have to
    do with just one area, that of developing performance objectives.
    Ought to Have tallies for the experienced instructors indicate an
    expectancy of more sophisticated insight into college affairs.
    The high tallies in the *Nice to Have* columns suggest that many
    ofter mentioned training objectives may in reality be extraneous.

TABLE A

Objective Number	Objective	Beginning Instructor	10 Years Experience
5	...to state the commonly held objectives of those institutions and to explain his own interpretations of the demands these place on the instructor.	8	13
11	...to protect and develop student self-esteem through maintenance of interpersonal relations which are non-threatening, warm, and honest.	8	10
12	...to exercise consistent and deliberate reinforcement of students' positive qualities and their success experiences by behavior which is sensitive to the needs and concerns of other people.		10
14	...enumerate precisely the general goals of the educational effort.		10
15	...identify learner competencies which need to be developed and reasons why the learner should achieve each competency.		11
16	...to be able to write performance objectives for each competency.		9
17	...to select and outline content areas which are likely to produce desired results		10
18	...to rewrite performance objectives in the language of the learner and to specify in his value system why it should be learned.		9
19	...to plan and select media materials needed for each module.		9
20	...to prepare pre-test and post-test materials suitable for a module of instruction.		10
32	...to design tests which evaluate student learning at various levels in the affective, cognitive, and psychomotor domains.		9
40	...to give evidence of professional interest in his field through membership in one of its professional organizations.		9

2. Ranking for the three groups of panelists tend to be similar. out of a total of 348 cluster rankings (58 performance objectives multiplied by six headings), only 122 or about one-third of the tallies contained a variance in number of tallies of two or more. Two-thirds of the tallies had a difference of one or none. This suggests that choices for performance objectives for inservice training would be about the same whether they were made by university personnel, college administrators or instructors. This reinforces the approach proposed in this paper, that the instructor be given a greater responsibility in planning his inservice training.

3. While emphasis on development of student self-esteem as stated in objectives 10, 11, and 12 received reasonably high tallies and not much variance, support for this concept is not as great as might be hoped. In the following section, *What Students Want*, it is shown that students have a strong preference for a caring attitude in instructors. Those findings and these above suggest that this quality still may not be as highly valued among community college personnel as it should be.

Name _____ Institution _____ Position _____

TABLE B

PERFORMANCE OBJECTIVES (Please check importance of following for beginning and experienced instructors)	For the Beginning Instructor									For the Instructor with 10 Years of Experience								
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		
	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I
I. Philosophy To place his unique function into broader perspective than the classroom or campus--																		
1. The instructor must be able to exhibit an attitude of awareness of the history and growth of the community college in America sufficiently well to trace to a new group of faculty members the developments.	3	4	3	1	1	1	1	0	1	2	1	2	1	3	2	2	1	1
2. The instructor must show an appreciation of the place of the community college in American education by being able to summarize to a college faculty its relationship to the secondary school, the vocational school, and the four year college, and to develop the implication of the term "community" for this type of college.	0	2	0	4	3	5	1	0	0	0	0	0	2	2	4	3	3	1
3. The instructor must exhibit a willingness to accept and advance the philosophy of the community college by being able to explain and justify the institution with sufficient clarity and persuasiveness to be acceptable before a gathering of local people.	2	1	0	2	3	4	1	0	1	0	0	0	2	2	3	3	3	2

PERFORMANCE OBJECTIVES (Please check importance of following for beginning and experienced instructors)	For the Beginning Instructor									For the Instructor with 10 Years of Experience								
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		
	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I
4. The instructor must be able to summarize the scope of educational programs offered by the community college and the ranges in abilities and educational backgrounds of its students with sufficient accuracy to be presentable at a local meeting of the PTA.	3	3	4	2	2	1	0	0	0	0	0	1	3	4	3	2	1	1
5. The instructor must exhibit a commitment toward the general objectives of the community college by being able to state the commonly held objectives of these institutions and to explain his own interpretation of the demands these place on the instructor.	0	0	0	2	3	2	3	2	3	0	0	0	0	0	2	5	5	3

II. STUDENT CENTERED CURRICULA

To assist students in making the best use of their educational opportunities—

PERFORMANCE OBJECTIVES

(Please check importance of following for beginning and experienced instructors)

Performance Objectives	For the Beginning Instructor									For the Instructor with 10 Years of Experience								
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		
	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I
6. The instructor must demonstrate ability to show the relationships between various occupations and their occupational clusters so that given the skills and knowledge required for a new occupation, he would know which cluster it belonged to.	2	3	2	2	2	3	1	0	0	0	2	2	1	2	3	4	1	0
7. The instructor must demonstrate the knowledge and ability to help students find likely job families which suit their abilities and interests.	3	5	4	1	0	0	1	0	1	1	2	4	2	3	0	2	0	1
8. The instructor will demonstrate an ability to advise students properly on course selection in general education.	1	1	1	3	3	3	1	1	1	1	0	0	0	2	4	4	3	1
9. The instructor will give evidence of ability to suggest correct financial assistance sources and eligibility requirements for student aid programs.	3	3	4	2	2	1	0	0	0	2	2	2	3	3	2	0	0	1

PERFORMANCE OBJECTIVES (Please check importance of following for beginning and experienced instructors)	For the Beginning Instructor									For the Instructor with 10 Years of Experience								
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		
	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I
10. The instructor must demonstrate a valuing of the goal of developing student self esteem through showing on his transcript that he has had experience with sensitivity training or with other programs likely to create an awareness of the role the instructor must play in developing student self esteem.	2	4	2	2	1	1	1	0	2	2	2	2	1	2	0	2	1	3
11. The instructor must evidence ability to protect and develop student self esteem through maintenance of inter-personal relations which are non-threatening, warm and honest.	0	1	0	2	2	2	3	2	3	0	0	0	2	2	1	3	3	4
12. The instructor must exhibit willing-ness to exercise consistent and deliberate reinforcement of students' positive qualities and their success experiences by behavior which is sensitive to the needs, strengths, and concerns of other people.	0	1	0	3	2	2	2	2	2	0	0	0	1	2	2	4	3	3

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PERFORMANCE OBJECTIVES (Please check importance of following for beginning and experienced instructors)	For the Beginning Instructor									For the Instructor with 10 Years of Experience								
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		
	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I
To provide training adapted to the needs of all segments of the community--																		
13. The instructor must evidence sufficient familiarity with the emotional, psychological, and learning difficulties of the disadvantaged student to suggest kind of approaches and illustrate materials that might be useful in reaching them.	1	3	0	3	1	3	1	1	2	0	0	0	2	4	2	3	1	3
To define purposes when developing an instructional effort--																		
14. The instructor must demonstrate ability to enumerate precisely the general goals of the instructional effort.	0	1	0	3	2	5	2	2	0	0	0	0	1	1	3	4	4	2
15. The instructor must show ability to identify learner competencies which need to be developed and reasons why the learner should achieve each competency. They should be well enough identified and sufficiently relevant as to be made clear and defensible to either a layman or an educator.	0	0	0	4	5	4	1	0	1	0	0	0	1	1	2	4	4	3

PERFORMANCE OBJECTIVES

(Please check importance of following for beginning and experienced instructors)

Performance Objectives	For the Beginning Instructor									For the Instructor with 10 Years of Experience								
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		
	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I
16. The instructor must give evidence of his ability to write performance objectives for each competency. They must be sufficiently well conceived that he can defend their focus either to a layman or to an educator.	2	1	2	2	3	3	1	1	0	1	1	2	1	0	1	3	4	2
17. The instructor must show his ability to select and outline content areas which are likely to produce the desired results. He must be able to defend each selection to a colleague in his area.	1	1	0	2	3	5	2	1	0	0	0	0	1	1	3	4	4	2
In developing and implementing instructional modules used within an instructional effort—																		
18. The instructor must demonstrate ability to rewrite performance objectives in the language of the learner and to specify in his value system why it should be learned. This must be done with sufficient skill and insight to motivate students to learn.	3	1	1	1	4	3	1	0	1	1	1	0	1	0	3	3	4	2

PERFORMANCE OBJECTIVES

(Please check importance of following for beginning and experienced instructors)

PERFORMANCE OBJECTIVES	For the Beginning Instructor									For the Instructor with 10 Years of Experience								
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		
	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I
19. The instructor must show ability to plan and select the media materials needed for each module. He must do so with sufficient competence to plan all materials in advance.	1	2	1	2	2	3	2	1	1	0	0	1	1	4	0	4	1	4
20. The instructor must demonstrate ability to prepare pre-test and post-test materials suitable for a module of instruction. In doing so he must demonstrate sufficient comprehension of the purpose of the unit to establish whether or not students learned what they were supposed to learn.	1	1	0	2	4	4	2	0	1	0	0	0	1	2	2	4	3	3
To build liberal arts curricula adapted to the particular needs of students--																		
21. The instructor must demonstrate ability to apply the theoretical aspects to social factors and problems found in the community and to do so with sufficient skill to design courses of study around community problems and factors.	3	5	0	2	0	4	0	0	1	1	1	0	4	4	2	0	0	3

PERFORMANCE OBJECTIVES (Please check importance of following for beginning and experienced instructors)	For the Beginning Instructor						For the Instructor with 10 Years of Experience					
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		

(Note: each sub-column contains the three subheadings U A I)

PERFORMANCE OBJECTIVES	Nice to Have U A I	Ought to Have U A I	Must Have U A I	Nice to Have U A I	Ought to Have U A I	Must Have U A I
22. The instructor must demonstrate ability to adapt the content of his course to student characteristics gotten from carefully determined profiles of student socio-economic backgrounds, age, martial status, attitudes, aspirations and motivations, and persistence and withdrawal patterns. He must do this with sufficient clarity that he can show students the relevancy of each module to their own needs.	1 5 1	3 0 2	1 0 2	0 1 0	3 4 2	2 0 3
23. The instructor must demonstrate ability and inclination to adapt the transfer curricula to community problems, and to individual student psychological and cultural makeup. He must do so with sufficient skill that he can design courses of study around community problems and factors, and around student needs.	2 5 1	2 0 2	1 0 2	0 1 1	3 4 0	2 0 4

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PERFORMANCE OBJECTIVES (Please check importance of following for beginning and experienced instructors)	For the Beginning Instructor									For the Instructor with 10 Years of Experience								
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		
	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I
III. Artistry in Teaching																		
To increase the likelihood that the instructor through familiarity with more varied classroom approaches to instruction will use them more frequently--																		
24. The instructor must demonstrate sufficient skill in the use of still and movie cameras to produce audio-visual materials suitable for classroom use.	3	5	4	2	0	1	0	0	0	2	4	2	3	1	3	0	0	0
25. The instructor must exhibit sufficient skill at editing video tapes to prepare documentaries on local issues for classroom presentation.	4	5	5	1	0	0	0	0	0	3	5	5	2	0	0	0	0	0
26. The instructor must demonstrate ability to develop tapes, film loops, transparencies and slides suitable for classroom use.	3	5	3	2	0	2	0	0	0	2	4	3	3	1	2	0	0	0
To avoid useless duplication of effort in the preparation of audio-visual materials--																		

PERFORMANCE OBJECTIVES

(Please check importance of following for beginning and experienced Instructors)

PERFORMANCE OBJECTIVES	For the Beginning Instructor									For the Instructor with 10 Years of Experience								
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		
	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I
27. The instructor must demonstrate ability to name for his area the most fruitful sources of software already on the market.	2	4	2	2	1	2	1	0	1	0	1	1	4	3	3	1	1	1
28. The instructor must give evidence that when given a number of prepared software alternatives he can detect critically the instructional potential of each.	1	4	0	3	1	4	1	0	1	0	0	0	4	3	3	1	2	2
To have available the data necessary to construct behavioral objectives which are closely adapted to student needs--													.					
29. The instructor must demonstrate sufficient familiarity with commercially produced instruments for determining student characteristics to recommend specific tests for specific tasks.	3	5	2	2	0	2	0	0	1	2	2	1	2	3	3	1	0	1

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33

PERFORMANCE OBJECTIVES (Please check importance of following for beginning and experienced instructors)	For the Beginning Instructor									For the Instructor with 10 Years of Experience								
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		
	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I
30. The instructor, lacking the availability of commercially produced instruments for determining student characteristics, will give evidence of his ability to construct his own survey instruments for revealing those student characteristics which are relevant to the content and and teaching approach for his course.	3	3	2	1	2	1	1	0	2	2	2	1	2	2	2	1	1	2
To give depth to his instruction--																		
31. The instructor must show ability to illustrate an instructional emphasis keyed to various levels in the taxonomies of the cognitive, affective, and psychomotor domains, by using examples from his own subject area.	2	2	1	2	3	3	1	0	1	0	1	1	2	2	2	3	2	2
32. The instructor must demonstrate ability to design tests which evaluate student learning at various levels in the affective, cognitive, and psychomotor domains.	1	0	2	2	4	2	2	1	1	0	0	2	1	3	0	4	2	3

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PERFORMANCE OBJECTIVES (Please check importance of following for beginning and experienced instructors)	For the Beginning Instructor						For the Instructor with 10 Years of Experience					
	Nice to Have			Ought to Have			Nice to Have			Ought to Have		
	Must Have						Must Have					
	U A I	U A I	U A I				U A I	U A I	U A I			
33. The instructor must show capability to design an experiment in student learning with sufficient expertise that if carried out, the findings would be reliable.	2 4 1	3 1 3	0 0 1				1 1 1	2 4 2	2 0 2			
34. The instructor must show capability to prepare learning materials for both the control and experimental groups in a controlled experiment on learning. The materials must be sufficiently appropriate to the thing they would teach that were the test carried out properly in other respects the findings would be reliable.	2 4 1	3 1 3	0 0 1				1 1 1	2 4 2	2 0 2			
35. The instructor must demonstrate ability to interpret a statistical analysis of a controlled experiment to measure student learning by correctly explaining the results of such a study to a colleague.	1 4 3	3 1 1	1 0 1				0 3 2	3 2 1	2 0 2			
To understand the implications of computer usage in modern education--												

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PERFORMANCE OBJECTIVES (Please check importance of following for beginning and experienced instructors)	For the Beginning Instructor									For the Instructor with 10 Years of Experience								
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		
	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I
36. The instructor will illustrate under-standing of commonly used terms and processes associated with computer assisted *instruction* by defining such terms and processes when given a list.	4	5	2	1	0	3	0	0	0	3	4	1	2	1	4	0	0	0
37. The instructor will illustrate under-standing of commonly used terms and processes associated with computer assisted *institutional research* by defining such terms and processes when presented with a list.	5	5	3	0	0	2	0	0	0	3	5	1	2	0	3	0	0	1
To design occupational curricula for business and industry--																		
38. The instructor will demonstrate ability to design, administer, and interpret manpower need surveys with sufficient expertise to win approval for curricular programs based on these surveys.	4	5	3	0	0	2	1	0	0	1	3	1	3	1	4	1	1	0

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PERFORMANCE OBJECTIVES

(Please check importance of following for beginning and experienced instructors)

	For the Beginning Instructor									For the Instructor with 10 Years of Experience								
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		
	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I
39. The instructor must demonstrate ability to perform job analyses of skills and knowledge required of a given occupational specialty and do so with sufficient skill that sound training programs could be based upon them.	4	5	3	0	0	1	1	0	1	2	3	1	2	1	3	1	1	1
To enhance professional development—																		
40. The instructor must give evidence of professional interest in his field through membership in one of its professional organizations.	1	3	1	3	2	1	1	0	3	1	2	1	1	1	0	3	2	4
IV. Administration																		
To be conversant with administrative functions beyond the classroom—																		
41. The instructor must demonstrate ability to write a press release on a community college event suitable for insertion into the local newspaper.	5	4	3	0	1	2	0	0	0	4	1	2	1	4	2	0	0	1

PERFORMANCE OBJECTIVES

(Please check importance of following for beginning and experienced instructors)

Performance Objectives	For the Beginning Instructor									For the Instructor with 10 Years of Experience								
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		
	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I
42. The instructor must exhibit the ability to describe and explain correctly the various operations of the student personnel office.	4	4	3	0	1	1	1	0	1	1	0	0	3	4	4	1	1	1
43. The instructor must evidence ability to name correctly the divisions of a college budget and to locate it in the major disbursements for his department.	4	5	4	1	0	0	0	0	1	3	0	3	1	5	1	1	0	1
44. The instructor must demonstrate ability to maintain proper book-keeping procedures on separate campus projects (as with the administration of a federal grant).	5	5	5	0	0	0	0	0	0	4	3	5	1	2	0	0	0	0
45. The instructor must demonstrate the capacity to prepare a federal grant application properly from assembled data.	4	5	5	1	0	0	0	0	0	3	2	5	2	3	0	0	0	0
46. The instructor must show ability to conceptualize and estimate costs for the preparation of an annual budget request.	5	5	5	0	0	0	0	0	0	2	0	3	3	4	2	0	1	0

PERFORMANCE OBJECTIVES

(Please check importance of following for beginning and experienced instructors)

Performance Objectives	For the Beginning Instructor									For the Instructor with 10 Years of Experience								
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		
	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I
47. The instructor must demonstrate the ability to discriminate between policy formulation, policy administration, and executive decision making sufficiently well to identify correctly the type of activity called for in a listing of policy related situations concerning community college affairs.	3	3	2	2	2	2	0	0	1	1	3	2	2	2	1	2	0	2
48. The instructor must demonstrate ability to describe the position and role of various administrative eschelons within the state system of colleges and community colleges regarding policy formulation, policy adoption, policy decision making, and policy implementation. He must do so sufficiently well to identify from a list of policy decisions where each of the above elements has taken place.	5	5	3	0	0	1	0	0	1	3	3	2	2	2	1	0	0	2

PERFORMANCE OBJECTIVES (Please check importance of following for beginning and experienced instructors)	For the Beginning Instructor									For the Instructor with 10 Years of Experience								
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		
	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I
49. The instructor must demonstrate ability to describe the position and role of various administrative eschelons within the state system of community colleges regarding budget proposals, budget approval, budget revision, and budget expenditures. He must demonstrate his grasp sufficiently well to trace the processes through each administrative level. To increase his efficiency in contributing to the college program beyond the classroom--	5	5	3	0	0	1	0	0	1	3	4	2	2	1	2	0	0	1
50. The instructor must evidence ability to identify duties and responsibilities of key persons in the campus administration from the president to the department chairman, and must analyze his own functions relative to these key persons with sufficient clarity to know what is expected of him or where to go for assistance and direction.	4	3	1	0	2	2	1	0	2	1	0	0	3	2	1	1	3	4

35

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PERFORMANCE OBJECTIVES

(Please check importance of following for beginning and experienced instructors)

Performance Objectives	For the Beginning Instructor									For the Instructor with 10 Years of Experience								
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		
	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I
51. The instructor must give evidence of ability to analyze sufficiently well the kinds of activities, the space required, and the equipment necessary for his discipline to advise on building design.	4	4	1	0	1	2	1	0	2	2	1	0	2	2	2	1	2	3
52. The instructor must show insight into formal and informal lines of power, the problems and pressures faced in administrative decision making, and into the attitudinal makeup of Boards of Trustees and Legislatures sufficiently well to demonstrate appreciation of the working conditions of the campus.	4	3	2	1	2	3	0	0	0	2	0	0	1	4	5	2	1	0
53. The instructor must show a willingness to accept the realities of administrative decision making with sufficient tolerance not to become cynicized when his proposals are rejected.	1	2	1	3	3	4	1	0	0	0	0	1	2	2	3	3	3	1

PERFORMANCE OBJECTIVES

(Please check importance of following for beginning and experienced Instructors)

Performance Objectives	For the Beginning Instructor									For the Instructor with 10 Years of Experience								
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		
	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I
54. The instructor must show he possesses the aptitudes and attitudinal makeup necessary to participate effectively in committees, and to assist willingly in other campus group tasks.	0	0	0	5	5	3	0	0	2	0	0	0	2	3	2	3	2	3
55. The instructor must exhibit the potential to perform satisfactorily under supervision, task-force assignments related to problem areas of the college.	1	0	1	3	5	2	1	0	2	0	0	1	3	3	1	2	2	3
56. The instructor must, through his previous activities and his sense of professional responsibility show a willingness to exhibit such behavior in the community as will reflect favorably upon the college and its program.	2	0	1	2	5	1	1	0	3	1	0	1	3	2	0	1	3	4
57. The instructor must be able to show understanding of the governance of a college sufficiently well to name and explain to a new faculty member the major power centers of the campus, and their functions.	5	4	3	0	1	1	0	0	1	0	0	0	4	3	4	1	2	1

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PERFORMANCE OBJECTIVES (Please check importance of following for beginning and experienced instructors)	For the Beginning Instructor									For the Instructor with 10 Years of Experience								
	Nice to Have			Ought to Have			Must Have			Nice to Have			Ought to Have			Must Have		
	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I	U	A	I
58. The instructor must demonstrate understanding of timely issues involving community college instructors such as academic freedom, collective bargaining, tenure, and faculty evaluation for PPB.	2	3	2	2	2	1	1	0	2	0	0	0	3	4	3	2	1	2

What Students Want

Having determined the nature of inservice training needs from the standpoint of the administrator, the university, and the instructor himself, there yet remains the opinion of the students themselves, those for whom the inservice training ultimately is intended. To get a better idea of what these requirements might be, Roberts asked 120 graduate students at the University of Florida to list the five most dominant behavioral characteristics of the best college instructors they had had, and the five most dominant behavioral characteristics of the worst.[10] Students gave 92 behaviors characterizing their best instructors and 96 behaviors characterizing their worst. Since responses were open ended, the items lend themselves more to descriptive than to quantitative analysis. The results are provocative in that student responses were not structured beyond the requirements that the items be "good" or "bad" characteristics as perceived by the responding student. A study of these responses showed that they clustered themselves around seven headings. These were counted, and a rough percentage distribution calculated for each cluster. The results appear in Table C.

TABLE C

STUDENT DESIGNATIONS OF GOOD AND BAD QUALITIES IN INSTRUCTORS

THEMES	GOOD	BAD

Evidencing a caring attitude toward students

Good 28.2 per cent

	GOOD	
Warm personality	3	
Established confidence that students could learn	1	
Showed personal interest in students and their opinions	10	
Unthreatening	4	
Willing to give individual help	4	
Capable of self-evaluation	4	
	26	

Bad 46.8 per cent

		BAD
Stands aloof from students		4
Does not allow students to ask questions		5
Defensive, narrow minded, never admit fault		7
Inaccessable for private counseling		3
Lack of interest in students		6
Belittles students, is truculent, intolerant, condescending, contemptuous		14
Unfair		4
Not punctual, cuts classes without notice		2
		45

Adapted Instruction to Student Learning Needs

Good 20.6 per cent

	GOOD	
Discussion responsive to questions	2	
Responds in spontaneous, thoughtful way	3	
Could depart from course coverage	3	
Transacted instruction from student ideas	3	
Humor used to teach	2	
Raised pertinent questions	1	
Variety of materials and approach	5	
	19	

40

THEMES	GOOD	BAD

Bad _10.4 per cent_

Talks over heads of students		6
Pessimistic attitude		1
Lectured from textbook		1
Insistent on memorization and regurgitation		1
No variation in presentation		1
		10

Communication Skills

Good _9.7 per cent_

Could make subject clear	5	
Could organize for clarity	2	
Communicated with wide variety of personality types	1	
Clear speaking voice	1	
	9	

Bad _23.9 per cent_

Shows deficiency in oral communication		3
Mumbles, speaks too slowly or softly		3
Poor blackboard technique		2
Habit of repeating, profanity, not speak English:		4
Abstract, confusing		4
Unable to organize		7
		23

THEMES	GOOD	BAD

Class goals clear

Good 14.1 per cent

	GOOD	BAD
Class work relevant	4	
Used tests as learning guide	2	
Goals of class clear	2	
Correlated class discussion with outside reading	2	
Kept students informed of progress in course	2	
Evaluated fairly	1	
	13	

Bad 8.3 per cent

	GOOD	BAD
Class activity not relevant to course		2
Basis for grades not shown		3
Course materials not related to classroom situation		1
Lack of class goals		2
		8

Enthusiasm

Good 13.4 per cent

	GOOD	BAD
Dynamic presentation	6	
Lived it outside the classroom	3	
Interested in subject	2	
Sincerity of purpose	1	
	12	

Bad 5.2 per cent

	GOOD	BAD
Lacked enthusiasm		5

THEMES	GOOD	BAD

Knowledge of the subject

Good 7.6 per cent

	GOOD	BAD
Thorough knowledge of subject	2	
Emphasized higher levels of learning as analysis, syntheses, evaluation	1	
Well prepared	1	
Awareness of world at large	1	
Related subject to past, present, & future	1	
Self-confident	1	
	7	

Bad 5.2 per cent

	GOOD	BAD
Inept in subject field		5

Develops student self-learning attitudes

Good 6.5 per cent

	GOOD	BAD
Aroused intellectual curiosity beyond classroom	2	
Created self-expectancies	1	
Encouraged creativity	1	
Made students want to learn	2	
	6	

Bad 0.0 per cent   --   none

It is both interesting and poignant that from this study, *caring for students* topped the list in both the good characteristics and the bad. In this category were 46 percent of the *bad* qualities and 28 per cent of the *good*. Closely related to the caring theme is that of *adapting instruction*

to student learning needs. Of the *good* attributes 20 per cent fell in this category and 10 per cent of the bad. If we add the 20 per cent in this category to the 28 per cent in the *did care* category, we see that almost 50 per cent of these graduate students identified a caring attitude as the most distinguishing feature of a good instructor, a figure which approximates the 48 per cent who mentioned not caring as characterizing their worst instructors.

Themes relating to communication skills, the mechanics of oral communication and the ability to organize materials for presentation stood next in frequency; 23 per cent of the *bad* characteristics and 9 per cent of the *good* were in these categories.

Enthusiasm was mentioned in 13 per cent of the *good* and 5 per cent of the *bad* characteristics, it seeming to be a quality which students recognize more in its presence than in its absence. Similarly, the subtle quality of ability to generate student self-learning expectancies (6 per cent), though not mentioned specifically in the *bad* characteristics, probably bears a cause and effect relationship to a number of other attributes.

Clarity in goals was a theme in 14 per cent of the *good* characteristics and 8 per cent of the *bad*. This seems low in view of current emphasis on performance objectives; however, the effect of this quality on the total environment of the class is not always easy to identify. It may be the major element in what is identified as organizational ability and ability to adapt instruction to student learning needs.

Clearly, these results raise questions regarding priorities in inservice training programs for teachers. Subject matter competency, a traditional measuring stick for determining suitability for employment and professional upgrading,[11] comprises only 7 per cent of the *good* and 5 per cent

of the *bad* qualities. Perhaps students listing these qualities assumed

that university instructors were competent in their subject areas, and the

same would probably be true for community college students. Nevertheless,

the low frequency rating should not be ignored. This study suggests that

students identify good instructors more as persons who can relate, care for,

and become personally involved with them as individuals than as persons who

know their subject areas well.

Pointing to the importance of a caring attitude does not make it easier

to achieve. Hopefully the quality of warmth, or caring for students would

be detected before the instructor is hired. If not, courses with a humanistic

psychological approach might aid in correcting the deficiency. However, the

necessary attitudes are more a consequence of affective than of cognitive

learning. Thus, encounter groups, properly handled, might be another approach,

as might workshops dealing with this aspect through more direct experience

approaches.

A new role for counselors may be emerging in response to this need.[12]

Santa Fe Junior College stands out in the nation in shaping its entire

educational program to protect and nourish student self-esteem. Units of

up to 12 instructors representing as many disciplines are officed together

and work cooperatively toward that goal. One member of the unit is a counselor,

who in addition to teaching a required course in the development of self-

esteem, works with the instructors to stimulate an understanding for and sym-

pathy with this quality in instruction.[13] St. Petersburg Junior College

also establishes a close working relationship among counselors, students,

and instructors, not only to identify and assist students in need of help,

but also to devise curricula with which the student can enjoy a success

experience in education. Students develop self-esteem through such success. The school attempts to make the student aware of his assets within the college context, as his grasp of knowledge, his experiences, his personality, character or appearance, while attempting to locate him within a program which suits his talents.[14]

Development of a caring attitude will require new emphases and new techniques in both preservice and inservice training.

Finding the Trainers

As the college begins to develop inservice training programs based on instructor demands, requests for assistance will diversify. To satisfy all, the college must develop economical methods for providing training. Some states are well endowed with inservice training funds; others are not. The assumption here is that funds are scarce and that the campus must strive to get the greatest return on training expenditures.

The community colleges themselves afford most fertile sources of expertise for all aspects of inservice training. Increasingly professionally trained people in various aspects of community college work are entering these institutions. Instructors who have developed effective programs are themselves experts in these areas. Many community college faculty will share their expertise when transportation and a per diem are furnished. Or better, if the distances are manageable, faculty from one school can drive to another and see for themselves. In some situations, teacher exchanges are efficatious, the expert to help set up the new procedure, the learner to see the new procedures already in operation.

What is needed is a state, and possibly a regional talent pool. This can quickly and easily be developed by a survey asking each college to declare

its outstanding specialists. These can then be collated, distributed to each of the colleges, and updated periodically. Use of such talent affords a healthy interchange between campuses and gives appropriate recognition to those who have been innovative.

Colleges also might consider campus work-experience programs such as the career management program of the military services. Their personnel are deliberately rotated to different assignments in order to broaden and make them more adaptable to a variety of contingencies. Industry also trains through horizontal and vertical job rotation practices. To develop versatility, though not necessarily to prepare for advancement, individuals at one level exchange part or all of the duties held by another at their same level. Or, as preparation for advancement, the individual assumes part of the duties normally held by another at a higher level.

One community college has effectively trained top administrative personnel with the horizontal rotation system.[15] In this program the college president sought out highly capable individuals to serve in the third administrative level of the college--the dean of students, the dean of continuing education, the librarian the division heads. When administrative openings come, salaries were announced and the faculty asked to apply. Many teachers, when they saw that the salaries were no more than they were getting as teachers, were happy to stay where they were. Thus wages as an incentive were eliminated. Those considering posts were told they would be pushed to develop themselves, and that they were to look on the job as a training experience. They could work toward any degree they wanted in order to prepare themselves for higher positions, but they were not to expect to find promotions on that campus. To free them of floating anxieties as to what they should be doing, job

assignments were clearly set out to let each know exactly what was expected
of him. Trainees attended trustee meetings and other official sessions of
the college. For accountability, each reported on his areas of responsibility
directly to the president, and explained and discussed with him his levels
of success or failure. In addition to his regular duties, each was given
important task-force assignments to complete. Each trainee organized his
own group, did his own planning. Twice a month all met as a "College Council"
at which time each had an opportunity to have his program or responsibility
discussed. Finally, every year, or after the person had learned the one
function of the college thoroughly, the president would rotate him to a new
job. Out of this process came college deans and presidents.

The community colleges may also turn to the universities. Colleges
are accustomed to complain that the universities do not give them credit
courses which are relevant to the peculiar needs of the colleges; it is
theoretical rather than practical; or it is inflated with the extraneous.[16]
Whatever may be the validity of these accusations, they need not be true.
Colleges can have exactly what they want--provided they will identify and
specify what it is, and then insist on getting it.

Credit courses leading to a degree are different in that they have
been the monopoly of the university, but they need not remain so. An organized
attempt by the state system of community colleges to develop certain types
of curricular content wc 'd certainly be responded to, particularly so if
there are two-year degree granting institutions in the state.

Colleges on a state-wide basis might make excellent use of the university
through an August Institute. To this institute would come instructors to
complete specific projects which have been assigned to them by the college

and are relevant to more efficient operations in the classroom, as to organize
a new course, develop performance objectives or develop auto-tutorial
materials. A panel of perhaps five or six professors would serve the
institute, each a resource person for certain clusters of performances.
After the first day the panelists would work with individual instructors
or with groups of instructors having similar projects. Theory would be
introduced as appropriate to performing the tasks at hand. Inservice
training funds used to finance such an institute would bring practical
benefits to the college,[17] and would keep the university apprised of
changing needs in the colleges.

The College and the State Office

Thus far the concern has been with establishing a climate and
machinery for using inservice training to secure change within the campus.
What then is the role for the state office? How can its functions and
resources be made consonant with the goals sought on the campus?

First, the functions and resources of the central office must be
defined. One function is to represent the colleges with the higher governing
echelons--the university, or the Board of Trustees or Regents, and the
Legislature. Its function then is to explain, to intercede for, to be a
shock-absorber for the college. The central office is performing these
functions when it secures appropriations, wins acceptance of state-wide
policy for study leaves, gets approval for release time for program
development, develops salary incentive plans to reward innovative efforts,
and explains and reassures the higher echelons, and shields the college
and instructor from outside criticism.

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Another function is to stimulate development. It is in a better position to see the campuses objectively, and is often stimulating development when it insists on improvement in instruction, offers suggestions, encourages, asks for long range plans, arranges for publicity, facilitates the procurement of instructional assistance, and recommends budget allocations.

To do these things effectively, the campuses must insure that the central office is acquainted with what is being planned and what is taking place on the campus. Especially important, there must be program evaluations, and the central office must have the results, either to be forewarned if things go badly, or to give praise when things go well. Both the campus and the central office must expend effort to insure this acquaintance.

For these reasons, each campus should report its long range inservice training goals a year in advance, listed in order of priority. It should explain its present status with regard to this long range goal, set down the need or difference between the long range goal and the present circumstance. In addition, each campus should submit for each goal an explicit statement of the objective, costs estimates, the learning outcomes expected, and the approach to be used in evaluation. After reaching the goal or immediate steps toward its achievement, the campuses should report the evaluations to the central office, and be accountable for the resources expended.

These procedures permit the campuses the flexibility necessary to allow the individual instructor to be responsible for his own inservice training, and yet give the central office essential details. It also enables the central office to assist in acquiring the needed talents and resources and to coordinate between campuses. Finally, it gives the campuses

the benefit of outside thinking. Outsiders frequently are less encumbered with local circumstances and therefore can recommend changes in scope or priority which the local campus finds itself unable to do.
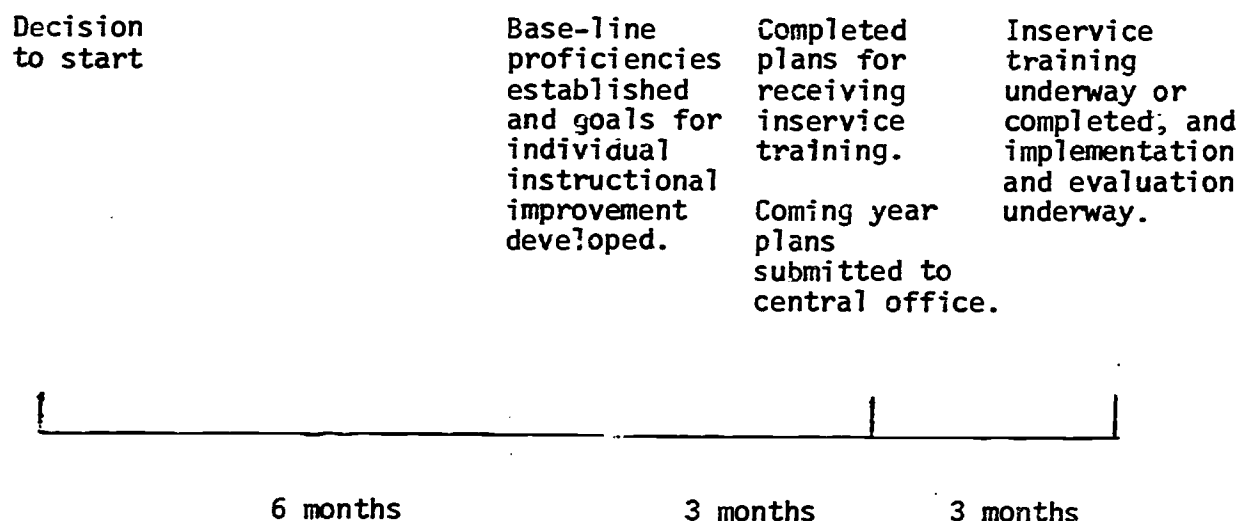
The Calendar

A suggested time frame for these activities follows. It must be understood that which is being proposed is not an abrupt change so much as a phasing into the new approach from what is taking place now. For this, a year's lead time is proposed from the time the decision is made to change to when the new system is underway.

Arranged in a linear sequence, these elements are:

State-wide canvass of community college talent; results disseminated
    to the campuses.

Initiate discussion of new approach to inservice training to faculty
    and Board.

Decision to start	Base-line proficiencies established and goals for individual instructional improvement developed.	Completed plans for receiving inservice training. Coming year plans submitted to central office.	Inservice training underway or completed, and implementation and evaluation underway.

      6 months   3 months   3 months

V. SUMMARY

To receive greatest return on inservice training allocations, colleges
must emphasize evaluation of student learning outcomes. Responsibility for
seeking, designing, and evaluating inservice training must be carried by
the instructor. At the same time, he must be provided with a supportive
atmosphere for experimentation and change, and with the necessary resources.
Efforts to innovate must be reinforced by recognition and remuneration.
Each instructor should individually, but preferably in cooperation with
others, assess his own proficiencies and map his training programs. An
Evaluation Committee should assist in providing the training, in shaping
the manner in which it will be reflected in the classroom, and in helping
to shape the evaluation instrument. Any program to increase learning,
should emphasize the development of student self-esteem. A listing of
training objectives (such as the one prepared for this study) may be helpful
in determining areas of strengths and weaknesses. Highest priority in
this listing appears to go to developing programs around performance
objectives. The total higher education resources of the state should be
coordinated in inservice training, starting with a systematic tabulation of
talents and expertise within the community colleges themselves, and
extending into the universities wherein indepth capabilities may be found
and developed. State central office functions can be performed without
violating individual instructor responsibility to develop inservice training
and implement instructional improvements. A year's lead time is needed to
phase from one system of inservice training to the one proposed.

FOOTNOTES

[1] Arthur M. Cohen, "Developing Specialists in Learning," Junior College Journal (September, 1966), p. 21.

[2] Michael I. Schafer, The Student Role of Teachers: Faculty Development in the Community College (Institute of Higher Education, University of Florida, June, 1971).

[3] Ar   M. Cohen stresses that all activities on the community college inseparable from instruction, and that instruction must be defined as "causing learning." No learning means that no teaching has taken place. In "Teacher Preparation, Rationale and Practice," Junior College Journal (May, 1967), p. 22.

[4] B. Lamar Johnson, "Encouraging Innovation in Teaching," Junior College Journal (March, 1969), p. 20.

[5] Robert Shepack, Santa Fe Junior College, has used this technique successfully.

[6] William O. Gall, Associate Dean of Faculty, Mercer County Community College, Trenton, New Jersey, in conference, July 13, 1971.

[7] Adapted from Michael I. Schafer, The Student Role of Teachers: Faculty Development in the Community College, op. cit., pp. 34-35.

[8] B. Lamar Johnson, Junior College Journal, op. cit., p. 21.

[9] Arthur M. Cohen, Junior College Journal, op. cit., pp. 21-23.

[10] Dayton Y. Roberts, Research Paper (Institute of Higher Education, University of Florida, 1971).

[11] Shirley B. Gordon and Raymond P. Whitfield, "A Formula for Teacher Preparation," Junior College Journal (May, 1967), p. 28.

[12] Clyde E. Blocker and Richard C. Richardson, Jr., "Teaching and Guidance Together," Junior College Journal (November, 1968), pp. 14-16.

[13] Conferences with Sante Fe officials.

[14] Conference with Johnnie Ruth Clark, Dean of Instruction, St. Petersburg Junior College, Florida.

[15] Benjamin Fountain, State Director of Community Colleges for North Carolina, in an interview pertaining to his philosophy as a community college president, May, 1971.

[16]Derek S. Singer, "Do We Need a Community College Institute?," _Junior College Journal_ (October, 1968), pp. 36-40.

[17]Arthur M. Cohen proposes a similar idea for preservice training session based on a core practicum built around the courses he will teach the coming fall. In "Teacher Preparation: Rationale and Practice," op. cit., p. 24.

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